

INCREASING PARTICIPATION IN OUTDOOR EDUCATION
THROUGH MULTIMEDIA MARKETING

A CREATIVE PROJECT (3 CREDITS)

SUBMITTED TO THE GRADUATE SCHOOL IN PARTIAL
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF ARTS IN NATURAL RESOURCES AND
ENVIRONMENTAL MANAGEMENT

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INTRODUCTION

Background of Camp Adventure

At the edge of the small town of Muncie, Indiana, there is a hidden treasure. Many residents are not even aware it exists, although it has served this community for years. However, if one were to drive south on Tillotson, past the billboards and fast food chains, then continue onto Kilgore, beyond the weedy vacant lots and constant whirl of traffic, finally, onto Proctor Road, one would be heading in the right direction. If one continued further, carefully crossing the train tracks, and passing by farm fields, grazing pastures, and majestic old farmhouses, one would finally come to a narrow gravel road with a small, colorful sign reading, “Camp Adventure.”

Camp Adventure is an outdoor education facility that has served Muncie and the surrounding communities since 1994 (J. Leslie, personal communication, April 28, 2011). It is owned by the Muncie Optimist club, who lease it to Muncie Community Schools for one dollar a year. Muncie Community School Corporation is responsible for maintaining the facility, and in return, receives free use of it for their students and teachers. Participating county schools contribute by paying a flat fee to cover a share of the operating costs (J. Leslie, personal communication, 2009). Every spring and fall, MCS, as well as schools from surrounding county educational systems, send thousands of children from kindergarten through 12th grade to this outdoor facility. This partnership between public and non-profit entities has provided recreational and educational benefits to students, as well as the wider community.

Camp Adventure offers a variety of programs, including natural sciences, primary and low ropes courses, team building initiatives, and a high ropes course. In the past sixteen years,

since current Challenge Education Coordinator James Leslie took the position, more than 100,000 students have participated in activities at Camp Adventure. Over 100,000 students have walked the tree trails, peered into the pond, observed plants and animals, challenged themselves on the ropes course, boosted a friend over a teambuilding obstacle, or enjoyed a cookout over a campfire (J. Leslie, AELC, 2010). They were able to have these experiences because this unique facility was made possible by the contributions of Muncie Community Schools and the participating county school systems.

Unfortunately, future students may not have access to these same opportunities. Camp Adventure has seen a steady decline in participation since its peak of 12,571 students in 1997 (Figure 1). Last year, in 2010, Camp Adventure hosted only 3,023 students (Leslie, 2010). As user participation decreases, county schools are choosing to drop out of the program, ending their financial contribution to the maintenance of the facility. With fewer contributors to the operating costs, Muncie School Corporation can no longer shoulder the financial burden of running Camp Adventure (Leslie, J. personal communication, February 8, 2011).

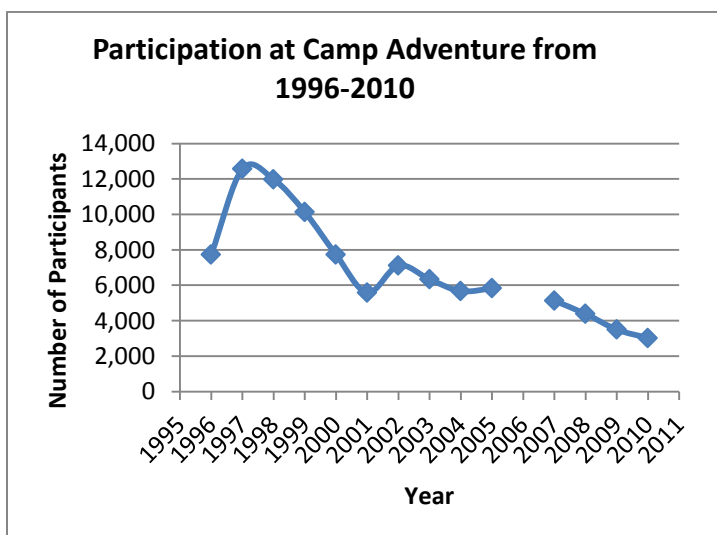


Figure 1 – Participation at CA (Leslie, 1996-2010)

Participation at CA	
Year	# of Participants
1996	7,731
1997	12,571
1998	11,981
1999	10,134
2000	7,732
2001	5,575
2002	7,117
2003	6,334
2004	5,668
2005	5,832
2006	data unavailable
2007	5,124
2008	4,382
2009	3,497
2010	3,023

Table 1 - Participation at CA

The goal of this project is to increase participation at Camp Adventure among school and community user groups. An increase in participation among school groups, particularly from those school corporations who have chosen to drop out of the program, would attract more members to contribute to the operational costs of the camp. An increase in participation among community user groups would generate additional revenue through fees. At a time when school budgets are becoming increasingly restrictive, Camp Adventure must cultivate a wider base of participants to avoid financial insolvency. This project involves the creation of two multimedia marketing tools – a promotional video, and a website, to help Camp Adventure accomplish this goal.

Project Description

This project entails the creation of a promotional video and website for the Camp Adventure outdoor education facility. These promotional tools are meant to be part of a larger marketing strategy for Camp Adventure, aimed at increasing participation among school and community user groups. These promotional tools will help increase participation at Camp Adventure by accomplishing three objectives: (1) Raising awareness of the Camp Adventure facility and its services. (2) Advertising the value and relevance of Camp Adventure's services. (3) Opening channels of communication between Camp Adventure and its current and prospective users.

The promotional video and website will raise awareness of the Camp Adventure facility by providing additional means to disseminate information. Prior to the creation of this website, Camp Adventure did not have an online presence, effectively ignoring the internet as a communication tool. The website raises awareness of Camp Adventure by allowing students, teachers, community members, and any other interested persons to access online information

about this facility. By cultivating a strong presence on the web, Camp Adventure can begin to compete in our increasingly media centered world.

The promotional video raises awareness of Camp Adventure through similar means. It too will be made available on the internet, in order to facilitate the dissemination of information about Camp Adventure. Additionally, it will be used in presentations to prospective participants. The promotional video provides the advantage of displaying Camp Adventure through real pictures, audio, and visitor experiences. This provides potential users with a clear representation of the Camp Adventure experience.

In addition to providing information about the services offered at Camp Adventure, these marketing tools are also designed to convince prospective users that these services are valuable. For the website, this means providing tools and information materials that are relevant to each user's needs. Teachers, for example, will find information on how Camp Adventure programs can be used to meet statewide education standards. Corporate users, by contrast, are offered information on how Camp Adventure programs can help build relationships, strengthen leadership, and increase efficiency in their businesses. In this way, the information provided is targeted to address each client's needs and wants. Similarly, in the video, the content provided emphasizes the value of Camp Adventure programming. Though less client-specific than the website, the video aims to convince users of Camp Adventure's relevance by highlighting the benefits described by past participants.

Finally, this project endeavors to open channels of communication between Camp Adventure and its users. This goal is accomplished through the development and implementation of the Camp Adventure website. The website facilitates communication with users by providing educational resources for teachers, avenues of participation for volunteers, and links to our interactive Facebook page for students and parents. In this way, the website serves as an additional medium through which Camp Adventure can maintain contact with its user base.

To summarize, the objective of this project is to develop a promotional video and website for the Camp Adventure outdoor education facility. These promotional tools will be utilized as part of a larger marketing effort by Camp Adventure aimed at increasing participation in its programming among school and community groups. The website and video will assist in this endeavor by raising awareness of Camp Adventure, promoting the value of Camp Adventure's services, and opening channels of communication between Camp Adventure and its current and prospective users.

Role of Researcher

At this point I will offer some background for how and why I chose to work on developing these promotional tools for Camp Adventure. Unlike most researchers in academia, I did not enter this project as a disinterested party. Rather, the aim was expressly to provide support to this organization, because I believe in its value and importance.

I have worked as a program facilitator at Camp Adventure since 2009. During this time, I observed the experiences of students as they built confidence, practiced decision-making, overcame obstacles, interacted with nature, and discovered new things about the world around them. My work as a facilitator helped me realize how valuable Camp Adventure is to the Muncie community, and how important it is to our youth. At a time when interaction with the outdoors is becoming increasingly scarce, Muncie students need Camp Adventure to be their avenue to nature.

It is for these reasons that I chose to work with Camp Adventure for this project. I sincerely hope that the application of my promotional tools in the marketing strategy of Camp Adventure results in increased participation at this facility. Further, I hope that increased participation leads to further funding and support for this organization and its mission, so that Camp Adventure can continue serving Muncie students for decades to come.

Literature Review

Current research reveals that outdoor education provides significant physical, cognitive, and social benefits, particularly when offered to youth. Yet in spite of this evidence, outdoor education is not widely used in Indiana classrooms (EEAI, 2009), and participation at Camp Adventure continues to decrease (Leslie, 2010). This literature review will explore the research identifying the benefits of outdoor education, and the barriers which prevent teachers from utilizing it. Finally, we will explore methods by which park managers, recreation providers, and outdoor professionals have attempted to increase participation in outdoor education. By examining the three issues of benefits, barriers, and possible solutions, we hope to provide a framework to address participation issues at Camp Adventure.

Definitions and Background

Camp Adventure offers a variety of learning opportunities that can be described in a variety of ways. Experiential education, outdoor education, environmental education, and adventure education are all terms that can be correctly applied to the activities at this facility. This section will explore the meaning of these terms, and how and when they will be utilized in the discussion of Camp Adventure programming.

Experiential Education is defined by the Experiential Education Association (2012) as:

“A philosophy that informs many methodologies in which educators purposefully engage with learners in direct experience and focused reflection in order to

increase knowledge, develop skills, clarify values, and develop people's capacity to contribute to their communities (p. 1).”

Essentially, experiential education is “learning by doing.” Students are placed in an active role, where they must ask questions, make decisions, implement actions, solve problems, and engage in reflection, order to construct meaning from their experiences (Powell & Wells, 2002).

The inception of experiential education as a coherent teaching philosophy began with the work of John Dewey. In his book, *The Child and the Curriculum* (1908), Dewey identified two major pedagogical approaches. The first, which he rejected, focused exclusively on the subject matter to be presented, and relegated the student to a passive recipient. He argued that this approach was insufficient as it did not build on the student’s existing knowledge, or provide a meaningful connection to the material. He asserted that for best results, students should be placed in an active role. This approach to education encompasses a wide variety of processes, techniques, possibilities, and outcomes, which incorporate students’ unique experiences and guide them toward reflection and synthesis of these encounters (Powell & Wells, 2002). All of Camp Adventure’s programming is based on this broad experiential model.

Camp Adventure programming has also been described as “outdoor education.” Outdoor Education can be understood as a subcategory of experiential education, wherein the outdoors plays an integral role in the learning process. Donaldson and Donaldson (1958) offered the first definition of outdoor education as education “in, about, and for, the outdoors (p. 63).” By this, they meant that outdoor education should take place in nature, that it should cover concepts relating to the environment, and that it should serve the purpose of promoting environmental stewardship in future generations.

Several researchers and professionals have both expanded and criticized Donaldson and Donaldson’s work. Some have argued that outdoor education need not take place exclusively in the outdoors, as in the example of preparing students with content knowledge before a field trip

(Priest, 1986). Others asserted that content material should be interdisciplinary (Hammerman, Hammerman, & Hammerman, 1985). Still others identified the importance of sensory experience in outdoor education as a fundamental element of the learning process (Lewis, 1975; Mand, 1967). Simon Priest synthesized these many criticisms in his article “Redefining Outdoor Education: A Matter of Many Relationships (1986).” In this work, he set forth six major points on which outdoor education should be founded. According to Priest, outdoor education should:

- 1) Be a method for learning.
- 2) Utilize experiential methods.
- 3) Take place primarily in the outdoors.
- 4) Require the use of all senses and domains.
- 5) Be based upon interdisciplinary curriculum matter.
- 6) Address relationships between humans and natural resources (p. 13).

The curriculum and teaching methods at Camp Adventure utilize all of the criteria listed above. Therefore, it can be referred to specifically as an outdoor education provider, which falls under the broader umbrella of experiential education.

Within the field of Outdoor Education, there are two subcategories – Adventure Education, and Environmental Education. Each focuses on different content and utilizes the outdoors in different ways. Adventure Education is primarily focused on interpersonal and intrapersonal relationships. Through this approach, participants develop personal growth, self esteem, decision making skills, and enhanced relationships by facing risks and overcoming wilderness challenges. In this setting, nature provides the backdrop and context for the educational experience, while the content is focused on personal growth and relationship building (Priest, 1986; Miles & Priest, 1990; Zink & Boyes, 2006).

Conversely, in environmental education, nature is the subject matter. Rather than examining relationships among humans, participants examine relationships between humans and

the environment. It focuses on ecosystemic relationships, which describe interactions between living organisms in an ecosystem, as well as ekistic relationships, which describe interactions between human society and the resources in an environment. In contrast to adventure education, environmental education examines nature as the primary subject matter (Priest, 1986).

Additionally, environmental education seeks, not only to spread knowledge of environmental concepts, but also to instill values, attitudes, and skills that will result in Responsible Environmental Behavior (REB) on the part of the participant (Stapp, 1969; Culen, 2001). In this way, Environmental Education is not only a learning tool, but also a call to action. Strapp (1969) offered one of the earliest definitions of Environmental Education stating:

“Environmental Education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to solve these problems, and motivated to work toward their solution (p. 34).”

Although the exact definition of Environmental Education remained a matter of some debate following Strapp’s publication, (Disinger, 1983) this model of ecological knowledge, leading to awareness, leading to responsible environmental behavior has formed the basis of curriculum development in this field (Culen, 2001).

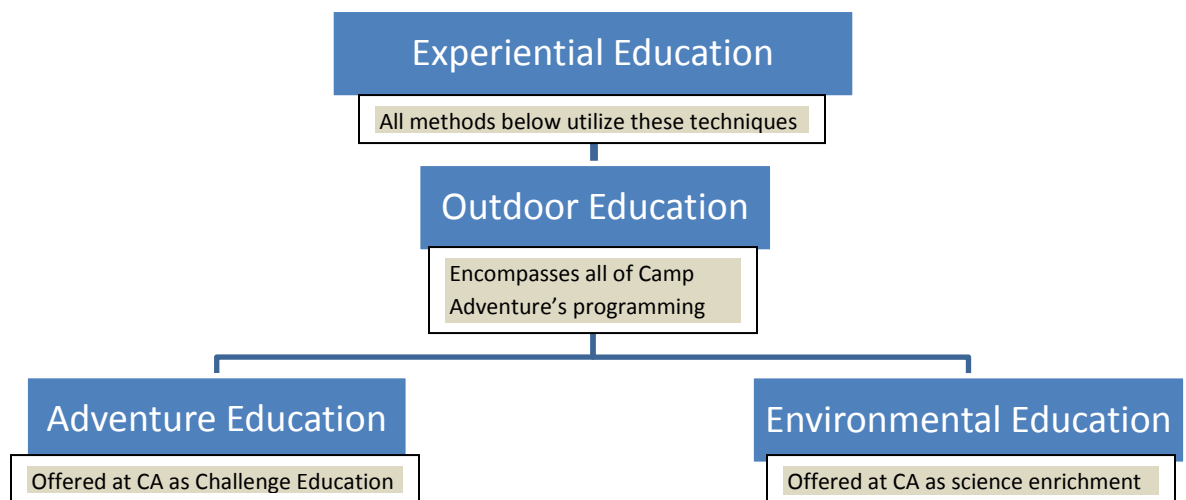


Figure 2 – Classification of Educational Programming

Camp Adventure offers both Adventure Education, and Environmental Education opportunities. Camp Adventure refers to its Adventure Education opportunities as “Challenge Education programs.” These programs include the low ropes courses, the teambuilding course, and the high ropes course. For the purposes of this paper, the author will use Adventure Education and Challenge Education interchangeably to refer to this option of Camp Adventure’s programming. Similarly, the use of Environmental Education will indicate the programming at Camp Adventure that deals with environmental issues, ecology, and natural sciences. Finally, the use of Outdoor Education will refer to all programming at the facility, including both adventure-based and environment-based education. It should be understood that experiential learning methods are utilized in all of these contexts.

Benefits of Outdoor Education

Research suggests that contact with the outdoors can provide lasting benefits to youth in the areas of cognitive development, physical health, and personal growth (Kellert, 1995; Scheew, Sujana, Wade, 2008; Louv, 2008). Improvement in each of these areas offers teachers the opportunity to enhance the wellbeing of their students, and by extension, their academic performance. Cognitively, studies increasingly reveal that time spent in the outdoors can have a positive impact on functioning in a variety of ways, including the areas of concentration, problem solving, management of Attention Deficit Disorder, and standardized test performance (Kaplan, 1995; Kellert, 2005; Kuo, Taylor, Sullivan, 2001; Liberman, Hoody, 1998).

Stephen and Rachel Kaplan were among the first to recognize the cognitive benefits of interaction with nature. As researchers in the burgeoning field of environmental psychology, they studied the mental health effects of wilderness programs such as Outward Bound (Louv, 2008). Participants in these programs reported feelings of calm and an increased ability to think clearly after spending time in natural surroundings. Based on these reports, the Kaplans set forth

“Attention Restoration Theory.” According to this theory, the continuous stimulation of urban life can lead to “attention directed fatigue” wherein the subject becomes so bombarded by stimulus that neural inhibitory mechanisms become exhausted (Kaplan, 1995). This state is characterized by impulsive behavior, agitation, decreased problem solving ability, and difficulty concentrating (Kaplan, 1995). A person experiencing “attention directed fatigue” can find restoration in the therapeutic effects of the natural environment, which allows the mind to rest and recuperate (Kaplan, 1995).

Attention Restoration Theory was supported by the research of Hartig, Mang and Evans (1991). They devised an experiment testing performance on a proofreading task after participants had experienced either a wilderness vacation, an urban vacation, or no vacation. They found that participants who had recently returned from the wilderness performed higher on the post vacation test, whereas the other two groups exhibited pre-vacation to post-vacation declines in performance (Hartig, et al., 1991). In a related experiment, Hartig, Mang and Evans tested performance on the backward digit span test in subjects following an urban walk and a natural walk. As predicted, the subjects’ performance dramatically improved following the nature walk (Hartig, et al., 1991) This experiment was replicated by Berman, Jonides, and Kaplan in 2008 with similar results. These finding are consistent with Attention Restoration Theory and provide evidence of the outdoors as a restorative environment for cognitive functioning.

Researchers Taylor, Kuo, and Sullivan have applied this theory to treatment of youth with attention deficit disorder. They sought to address two hypotheses. The first hypothesis was that “attention deficit symptoms will be more manageable after activities in green settings than after activities in other settings (Taylor, Kuo, Sullivan, 2001). The second hypothesis was that “the greener a child’s everyday environment, the more manageable their attention deficit symptoms will be in general (Taylor, Kuo, Sullivan, 2001).” They found that exposure to green settings reduced the symptoms of attention deficit disorder in the children studied. This was an

important finding because it validated the application of Attention Restoration Theory to children with compromised attentional functioning.

Attentional functioning in children has since become a hotly debated issue. Richard Louv is one persuasive advocate for increased exposure to nature. Based on Kaplan's Attention Restoration Theory, Louv argues that American children are not receiving enough contact with the natural environment, and are experiencing mental health difficulties as a result. He has coined a term for these difficulties which he calls "Nature Deficit Disorder (Louv, 2008)." While "nature deficit disorder" is in part characterized by the same symptoms as ADD, Louv's term encompasses needs related to spirituality, creativity, and independence. Though not an official medical diagnosis, this term has become a flag behind which outdoor education proponents are rallying.

Lastly, proponents of outdoor education argue that it can be effectively used to enhance standardized test performance. A recent study by the American Institute of Research (2005) tested the impact of weeklong residential outdoor education programs, and found a twenty seven percent increase of measured mastery of science concepts. Prior to this study, Lieberman and Hoody conducted a pilot project evaluating the effectiveness of an innovative experiential curriculum in California schools. This pilot project, which utilized the environment as an integrative context for learning, met with unprecedented success as students test scores dramatically improved in all core subject areas (Lieberman and Hoody, 1998). The success of this project has focused greater attention on the benefits of outdoor education. A recent follow up report from the National Environmental Education & Training Foundation (2000), expands on Lieberman and Hoody's work. This report sets forward a collection of case studies from schools in Texas, North Carolina, Wisconsin, Minnesota, Kentucky, and Florida that are using environment-based education to improve academic performance in reading, math, science and social studies. The case study schools noted widespread improvement on state standardized tests,

significant decrease in discipline problems, and increased demonstration of critical thinking skills (NEETF, 2000).

Barriers to Participation

Despite the aforementioned benefits, outdoor education is not widely used in Indiana public schools. According to the Environmental Education Association of Indiana, and a recent follow up study by the Indiana Department of Natural Resources (2009), increased time restraints, coupled with a general perception of irrelevance, and a lack of awareness in general, are the three primary causes for this trend. Of these barriers, lack of time was found to be the most discouraging. The EEAI found that 70% of Hoosier teachers do not use outdoor education in their classrooms, and cite “not enough time in the school day” as their primary reason.

Lack of awareness and perceived irrelevance are two additional barriers to participation. EEIA reports that 60% of Hoosier teachers are unaware of environmental education curriculum supplements (1996). Additionally, among teachers who do not incorporate environmental education into their teaching, there is a strong feeling that it is irrelevant to their curriculum (EEAI, 1996). Other barriers identified by teachers included lack of funding, a perceived lack of instructional materials, and lack of personal knowledge (Weiland and Carman, 2009). The fact that two out of the five top barriers to participation relate to awareness issues exemplifies the need for a change in public relations regarding the use of outdoor education in schools.

As stated above, from the top five perceived barriers to participation, lack of time was identified as number one. This was originally stated in EEAI’s Environmental Education Teacher Survey (1996). A follow up survey in 2009 from the Indiana Department of Education yielded similar results. These findings reveal that time remains a major concern for school teachers, but do not specify in what way it presents a barrier. “Lack of time” could indicate a number of possible situations. For example, “lack of time” could refer to the time it takes to plan and prepare

lessons in outdoor education. It could also refer to lack of instructional time itself, as the teacher struggles to fit all of the required material into the school day. Additionally, “lack of time” could refer to the travel time it takes to move students to the location of outdoor education. The IDNR infers that it is the lack of time to acquire sufficient knowledge, research lesson plans, and integrate environmental education into existing curriculum, which prevents teachers from utilizing outdoor education. The 2009 Need Assessment Survey summarizes their interpretation of the results:

“In an era of standards-driven teaching, lack of time for non-mandated topics and investigations is often a complaint from teachers wishing to enrich their curriculum; yet many teachers may not know how, or care to take the time to integrate EE into their curricula. There are ample opportunities for teacher trainings to address state standards by integrating EE content and pedagogy into their teaching (p. 2).”

These findings reveal that although environmental education curriculum materials are widely available and often constructed to address state standards, many teachers are unaware of these resources. According to the survey, 65% of the respondents had no knowledge of the training and materials available to them through the Environmental Education Association of Indiana (2009). Furthermore, they were unaware of the interdisciplinary learning opportunities presented by the materials and their application to core subject skills. This lack of perceived connection to course content may be responsible for the general feeling of irrelevance toward outdoor education among Indiana teachers (Weiland and Carmen, 2009).

Results from Camp Adventure Needs Assessment Survey

In the fall of 2011, Camp Adventure conducted its first Needs Assessment Survey of school user groups in order to obtain a clearer picture of the local barriers to participation (Appendix A). The survey was distributed to teachers, counselors, and staff in Muncie

Community Schools and the participating county schools including Blackford, Cowan, Daleville, Delaware, Wes-del, and Yorktown. The survey was intended to gauge awareness of the facility, user satisfaction, perceived benefits of participation, barriers to participation, and areas in need of improvement.

Camp Adventure received 162 responses from area teachers. Results indicated that awareness levels were higher than expected, as 93% of respondents reported having heard of Camp Adventure, and 83% reported having visited the facility. This would suggest that awareness of Camp Adventure is widespread within the teaching community, however written comments from respondents stress a need for more marketing and communication initiatives. One respondent wrote:

“I don't believe new teachers are being well-informed or encouraged by administrators to obtain training at Camp Adventure. Because of this, as a school counselor approaching them about trips to Adventure, they are sometimes not motivated to make the effort to take their students because they haven't spent any time there, are unfamiliar with it, and haven't been trained.”

Other responses echoed the need for better communications. One respondent suggested “maybe if you publicized the activities you offer along with how they fit into the curriculum, similar to the info that Minnetrista puts out.” Other suggestions included sharing information through email, website content, and flyers. These suggestions indicate that despite the high levels of reported awareness, there is a need for increased communication and publicity for particular program offerings. Additionally, reported levels of awareness in the survey group may be higher than that of the entire teaching community, as respondents who chose to complete the survey may have made that decision based on prior familiarity with Camp Adventure. Either way, the survey results demonstrate a need for enhanced communications and marketing efforts.

Table 2a – Teacher Comments Regarding Marketing at Camp Adventure

Allow for information on Camp more accessible via website with pricing and methods for payment.

Better marketing of the facilities and staff capabilities is needed.

Great and wonderful programs that need to be shared more with teachers through flyers, website or e-mail updates.

I hope we can keep the facility. It could become self-funding if we market it correctly. I believe it has a lot to offer.

I don't believe new teachers are being well-informed or encouraged by administrators to obtain training at Camp Adventure. Because of this, as a school counselor approaching them about trips to Adventure, they are sometimes not motivated to make the effort to take their students because they haven't spent any time there, are unfamiliar with it, and haven't been trained.

I wish more students received the opportunity to participate in these activities. I think more adults would understand its value if they participated in some of the activities themselves. It is somewhat difficult to explain to staff and parents that have not seen or experienced Challenge Education.

Maybe if you publicized the activities you offer along with how they fit into the curriculum, similar to the info that Minnetrista puts out.

Respondents were also asked to classify major and minor obstacles to participation, and rank them in order of importance. The top five barriers identified as major obstacles to participation were (1) Lack of funding. (2) Lack of funding for transportation. (3) Lack of time. (4) Difficulty obtaining approval for field trips. (5) Perception that Camp Adventure programming is irrelevant to the teacher's subject.

The top five barriers identified as minor obstacles to participation were (1) Lack of time, (2) Lack of support materials, (3) Lack of funding. (4) Lack of transportation funds. (5) Difficulty obtaining approval for field trips. These results indicated that although several major barriers to

participation, such as funding issues, were out of Camp Adventure’s control, other important barriers, such as the perception of irrelevance, could be overcome with a strong marketing campaign highlighting connections to core subject areas. Additionally, the minor barrier of “lack of support materials” could easily be removed by creating a website with access to teaching materials and resources.

As in the statewide EEIA survey, our local teacher survey revealed that “lack of time” remained an important barrier to participation. In the written comments, teachers indicated two major ways in which time was a limiting factor. In terms of preparation time, teachers reported that planning a trip to Camp Adventure was difficult and time-consuming. One respondent wrote, “I do not presently have a program issue; due to lack of administrative support and the long process to get field trips approved, I have found it cumbersome to take students to Camp Adventure.” Such responses indicate that some teachers perceive the planning and administration required to visit Camp Adventure as too time consuming.

Table 2b – Teacher Comments Regarding Preparation Time and Logistics

Less preparation time to get there. Permission, Calendar date, busing transportation, rationalization.

Personally I need to take time to develop science experiments to return to the camp for a field trip.

Great place, when I used it the things that were the toughest wastaking time to set up the activity, permissions, busing, food, etc...Now my job does not really allow me to implement such activities as easily.

I do not presently have a program issue; due to lack of administrative support and the long process to get field trips approved I have found it cumbersome to take students to Camp Adventure. In our building, I'm not sure I would be able to muster the staff to bring 50 or so kids out. Additionally, since teaming has been disbanded at the middle school, it is challenging for a single classroom teacher to manage organizing a trip to Camp Adventure and still maintain adequate student to teacher ratio. Even though I do not teach Science I could justify use of the teams course for my classroom.

Teachers also expressed concern that time spent at Camp Adventure detracted from time available for core subject instruction and test preparation. One respondent said, “With so much pressure put on teachers to meet Core Standards in Math and LA, it feels like we don’t have time for anything else.” Another stated, “...many (teachers) will not choose to go there due to state and local expectations of test prep.” Other respondents echoed these statements, suggesting that Camp Adventure should provide more programming options targeting Indiana state standards and ISTEP subjects. One teacher summarized the common sentiment saying, “...ultimately, scheduling caused students to miss too much educational time.” The fact that teachers view time spent at Camp Adventure as a distraction from their core learning objectives indicates a drastic need for improvement in perceptions and additional curriculum development. Camp Adventure must justify its use of educational time by communicating to teachers the benefits of its programs, and identifying their role in teaching state standards.

Table 2c – Teacher Comments Regarding Integration of Core Curriculum

I would like to have more social studies (history) involved, especially since Social Studies is now an ISTEP area of testing.

Teachers are so swamped with meeting times and standards that getting there is the issue.

Provide training to teachers to further the connection between CA and the classroom.

With so much pressure put on teachers to meet Core Standards in Math and LA, it feels like we don’t have time for anything else.

Many will not choose to go there due to state and local expectations of test prep. They see little return on investment on a visit to CA on that purpose.

The one thing that I would like to utilize more is the science aspects of camp adventure. I think it would be really great if the primary grades each had a kit of science activities for each of the elementary grades to be able to use when they came to adventure.

If Camp Adventure wishes to increase participation among Indiana school groups, it must work to change the perceptions of teachers. This includes communicating the benefits and applications of the programming, reinforcing strong connections with core subject areas, and providing additional communication and educational resources. These objectives can be accomplished through the implementation of a comprehensive marketing program, and further curriculum development targeting these areas. Further, as educational budgets and time restrictions become tighter, Camp Adventure need not limit their target demographic to schools alone. By extending additional marketing initiatives to community groups, Camp Adventure can strengthen their user base and continue to increase participation.

Marketing Strategies

“Meeting the challenge of today’s leisure service market has prompted many park and recreation agencies to adopt private sector practices (Crompton, J.L., Levitt, H., Williamson, H., Goldsmith, J., & McKinnon, N., 1983, p. iii).”

In the climate of today’s economy, public providers of recreation must confront the challenges of increased competition, deep budget cuts, changes in public policy, and fluctuations in user demand. Successful agencies aggressively search for new solutions to these problems, adopting innovative marketing strategies where appropriate. Some have raised the question as to whether marketing and promotion are proper pursuits of public agencies; however, this reservation has been superseded by historical precedent (Crompton et al., 1983). Efforts to persuade as well as inform have long been implemented by public land management agencies, as evidenced by campaigns to reduce littering, prevent forest fires, and encourage water and energy conservation (NPS, 1983). The National Parks Service recognizes that implicit in every communication between a provider and a participant, there is an underlying assumption that the product offered is worthwhile (Crompton et al., 1983). Therefore, the concept of marketing has

been embraced by public agencies, and become widely accepted as a fundamental component to the management function.

Public and private recreational providers strive for enhanced program awareness and better communication. Both entities observe that superior products, competitive pricing, and reliable distribution are not sufficient to encourage optimum participation. A strong promotional strategy, targeted at specific clientele, is necessary. The National Parks Service observes that promotional techniques can be employed to accomplish five separate functions: (1) to inform the public of services offered. (2) To remind users of the benefits they receive from provided services. (3) To familiarize the public with the agency. (4) To overcome inertia by encouraging people to participate in new activities. (5) To add perceived value to a program or facility (Crompton et al., 1983). Of these five promotional goals, adding perceived value is the most controversial when attempted by a public agency. However, when ethically employed, these promotional techniques can be invaluable tools for raising public awareness, improving communication, and facilitating connections with a user base.

Most national outdoor-oriented organizations already utilize sophisticated promotional strategies. For example, the US Forest Service and the Bureau of Land Management recently launched a public awareness campaign called “Get Fit With Us” in order to inspire young people and families to participate in outdoor recreation at on public land (Nelson, 2004). The three primary goals of the campaign included raising the profile of America’s public lands and waters, overcoming the perception that going outdoors is a chore, and encouraging and new generation of outdoor enthusiasts (Nelson, 2004). To facilitate the implementation of “Get Fit With Us,” the campaign seeks local recreation providers as partners and provides them with promotional materials. This is one example of how public agencies utilize partnerships and promotional marketing to increase participation.

State outdoor recreation organizations also acknowledge the importance of promotional marketing in their role as service providers. In the Indiana SCORP, the Indiana Department of Natural Resources named marketing outreach as one of its six vital priorities for future development (2006-2010). In the coming years, the IDNR hopes to “improve marketing of current and proposed recreation opportunities to local communities, tourists, marginal consumers and prospective stakeholders to increase site awareness, user population, and revenues (IDNR, 2006-2010, p. 18).” Their proposed marketing initiatives include use of multimedia, outreach to target audiences, public and in-house presentations, ownership sharing, and networking with professionals in related fields. These marketing strategies are not unlike those adopted by commercial providers.

At the local level, the nearby city of Bloomington, Indiana indicated similar marketing intentions in their Bloomington Parks and Recreation Master Plan (2008). One of the goals is to continue to serve the diverse and changing community as it develops. To do this, they plan to “improve customer service and marketing to increase participation in programs and knowledge of recreational opportunities (Bloomington Dept. of Parks and Rec., 2008).” Some of their top priorities are translation services, website updates on accessible recreation opportunities, and 24/7 customer service through improved technology.

Clearly, promotional marketing is an essential function of recreation providers. Whether the provider is a public, private, or non-profit agency, customers must be informed, persuaded, and ultimately convinced to participate in any recreational opportunity. As participation declines at Camp Adventure, it too must examine its marketing strategies as part of an effort to maintain its existing clientele and attract new customers.

Comparable Case Studies

Camp Adventure is not alone in its struggles to increase participation and solidify its financial base. Within Indiana several public and non-profit outdoor education providers are reevaluating their business models, reaching out to wider audiences, and exploring innovative approaches to marketing their programming. The following section will explore two nearby environmental learning centers that have faced significant challenges in terms of participation and funding. This section will examine how they have responded to those challenges, and what lessons Camp Adventure might take from their examples.

Asherwood Environmental Science Center is a 160-acre outdoor science education facility located approximately 60 miles northwest of Muncie. Similar to Camp Adventure, Asherwood was owned and operated by Marion Community Schools since 1974 (Marion Community Schools, 2012). After several years of struggling with declining attendance and budget cuts, Marion Community Schools chose to sell the property in 2010 to Acres Land Management, a non-profit environmental conservation group (J. Kissel, personal communication, March 15, 2012). Acres Land Management is currently making plans for the future of this facility.

The author interviewed Mr. Jason Kissel, Executive Director of Acres Land Management, for more information. Kissel revealed that ALM plans to diversify the facility's user base by continuing to open Asherwood for school groups during the day, and adding adult education/recreation activities during evenings and weekends. Their plans include outdoor concerts, family retreats, and interactive workshops such as maple syrup making. Kissel stressed the need to appeal to a variety of participant groups, including schools, adults, and families (personal communication, March 15, 2012).

When asked how ALM plans to market and fund these activities, Kissel commented that the cost of marketing is kept to a minimum. ALM does most of their marketing via self-produced

publications such as their website and their newsletter, “Acres Quarterly.” They also take advantage of local radio by running a weekly segment called “Nature Trust,” aired on WBOI 89.1 (Acres Land Trust, 2012). All of these marketing efforts are low-cost initiatives which can effectively disseminate information to the public. In terms of funding, Kissel stated that most of their finances are provided by grants. Although they might charge a nominal fee for some workshops, most events are free to the public (J. Kissel, personal communication, March 15, 2012).

Camp Yale is another outdoor education center in close proximity to Muncie that has updated its services and marketing strategy. Originally intended as an outdoor education camp for “at risk” children and families, Camp Yale began in 2001 by offering challenge education courses for school-age youth in Randolph County (Camp Yale, 2011). Since then, Camp Yale has successfully expanded its user base, both geographically and demographically. In 2006 the Board of Directors identified demand for Camp Yale’s programming among additional market segments such as corporate groups, social services, religious communities, and other non-profit organizations. Today, Camp Yale is serving a variety of organizations from across Indiana, Ohio, Michigan, Illinois, and Kentucky (Camp Yale, 2011).

One interesting technique that Camp Yale has used to bring in corporate clients is to offer OSHA training programs. In addition to providing teambuilding activities and outdoor retreats, Camp Yale partners with the Mid-America OSHA Education Center to offer professional safety classes for workers in the building trades (Camp Yale, 2011). This addition to their programming may draw corporate clients that otherwise would not participate at Camp Yale.

Despite its recent expansion, Camp Yale is not without challenges. Director Curt Grams reports that securing funding is a constant obstacle. His organization hopes to overcome this challenge by tapping a variety of revenue sources. He states:

We have not used the facility to its capacity and we are creating new services and partnerships to remedy that. Our outdoor programming is seasonal and in the winter months, donations are difficult to come by, with the economy, and grants have become much more competitive than in previous year. So we need to work on a balance between finding funding through grants and donors and creating services that are a need of our area businesses and organizations (C. Grams, personal communication, March 16, 2012).

Camp Adventure has much to learn from both Asherwood and Camp Yale. Both facilities began with a narrow market segment and are attempting to target new markets and diversify their clientele. Additionally, both education facilities are adjusting their programs to appeal to the targeted participant groups and are also implementing low-cost marketing techniques to publicize their services. If Camp Adventure wishes to increase participation, it should consider similar actions in both marketing and program development.

Methods

This creative project arose out of a need to increase participation at Camp Adventure. As an employee of Camp Adventure, the author saw Camp Adventure's situation as an opportunity to merge scholarly studies with practical applications, and expressed interest in developing promotional tools to help raise awareness of this organization. James Leslie, Challenge Education Coordinator, served as the primary point of contact during this project. Together, the author and Leslie determined that the creation of a video and website would be productive first steps toward achieving Camp Adventure's goals. Leslie guided the project by relaying the needs of the Camp Adventure organization, providing input regarding video and web content, and acting as a liaison between the author and Muncie Community Schools' administration, teachers, and staff.

Development of Project Plan and involvement of BBC Fellows

As the project got underway, another partnership opportunity emerged. For the past several years, Camp Adventure has hosted Ball State University's BBC Fellows group on the teambuilding course. During one of these events, Leslie communicated to the fellowship coordinator, Kelli Huth, that Camp Adventure could benefit from participating in a BBC Fellows immersive learning project. Over the summer, Leslie continued communications with the BBC Fellows organization, and set in motion a plan to participate in an immersive learning project for the fall semester. The goal of the project was to create a comprehensive business and marketing plan for Camp Adventure. The faculty advisor was Dr. Russel Wahlers of the Marketing Department, and the participants included eight undergraduate students, and the author.

The partnership with the BBC Fellows offered the author a wider marketing framework within which to develop the video and website. Additionally, working with BBC Fellows offered the author opportunities to coordinate and launch related marketing projects, such as the “Camp Adventure Needs Assessment Survey.” Lastly, partnership with the BBC Fellows brought the author in contact with students and faculty from various departments, including Marketing, Public Relations, Business, and Sociology. This community offered an interdisciplinary network of support for the author during the creation of the video and website.

Video Production

The purpose of the Camp Adventure promotional video was to raise awareness of the organization among current and prospective user groups, as well as to persuade these groups that Camp Adventure’s services are valuable and beneficial. To this end, the video includes footage and descriptions of all of the challenge education courses, a summary of the benefits provided by each course, and testimonials from principals, teachers, and students about what they have gained from their experiences. In this way, the promotional video provides an overview of challenge education at Camp Adventure, as well as many positive participation outcomes.

The video was captured using a Sony DSR-PD170 camera, and edited in Final Cut Pro 7. The production process involved planning and storyboarding the video outline, scheduling shoot dates with teachers, obtaining permission from parents and video participants, onsite shooting and interviews, and post production video editing. The entire process was completed in eight weeks. Eight hours of raw footage were captured, and the final product was nine minutes and thirty seconds in length.

Scheduling shoot dates with teachers and obtaining permission from parents and video participants was accomplished with the help of James Leslie and the MCS administration staff. Although MCS students sign a media release form prior to the start of the school year, the author

and advisors to the project determined additional permissions to capture images of students should be obtained. Reasons for this decision include the fact that outside partners such as Ball State University were involved in the project, as well as the author's desire to inform parents and students of the purpose of the video, and thereby obtain their support for the project.

Media release forms (appendix B) were distributed to the participating students and teachers by MCS administration. Forms were returned to Camp Adventure on the scheduled day of the shoot. Any student not desiring to be included in the video was not included. The author and permission documents stressed that participation was completely voluntary.

The shooting process itself was influenced by a variety of factors. Light levels, wind, precipitation, noise, and time of day presented variables that could help or hinder the shoot. In several cases, shooting days were completely rained out, with no possibility of rescheduling within the video production time frame. For this reason, the author planned ahead by scheduling twice as many shoot dates as needed. Additionally, wind proved to be a limiting factor. Many days which were suitable for capturing video were not suitable for capturing audio, due to wind interference in the microphone. This limited the opportunities for conducting production-worthy interviews.

The video includes footage of the entire challenge education facility, including the primary low ropes course, the low ropes course, the teams course, and the high ropes course. Video segments include footage of the course itself, a voice over description of each course, participants experiencing each of the courses, and interviews with teachers and students as they reflect on their experiences. Video was captured using both wide and standard angle lenses. Wide angle lenses were used in distal shots of the courses and environment at Camp Adventure, whereas standard angle lenses were employed for interviews and nearer shots of participants on the course. Ambient audio was captured via the camera's shotgun microphone, and interview audio was captured using a wireless clip-on microphone attached to the interviewee.

The author had originally scheduled shoot dates to capture Camp Adventure's environmental education program as well, but rain prevented filming on that date. Rescheduling was impossible, as the teachers could not set a second date for the fall season. Additionally, filming a different environmental education group was not an option, because there was not another program scheduled within the production timeline. For these reasons, the author was unable to include Camp Adventure's environmental education option in the promotional video.

Post production editing was completed in Final Cut Pro 7. This process included logging and capturing video tape into a digital format, arranging and trimming the digital video clips, adding titles and captions, adjusting audio levels, correcting colors, and adding a soundtrack. The music was provided by Kevin Macleod from his royalty free music site, <http://incompetech.com> (2012). The song title is "Show Your Moves." After completing post production editing, the video was uploaded onto the web. It can be accessed through Camp Adventure's website at campadventuremuncie.org. Figures 3a through 3e show still images taken from the video. Figure four shows the preliminary storyboard detailing the initial video outline and concepts.



Figure 3a – 5th grade students climb the low ropes course.



Figure 3b – 6th graders work together on the Teams Course.



Figure 3c – BBC Fellows group bonds on the Trollies.

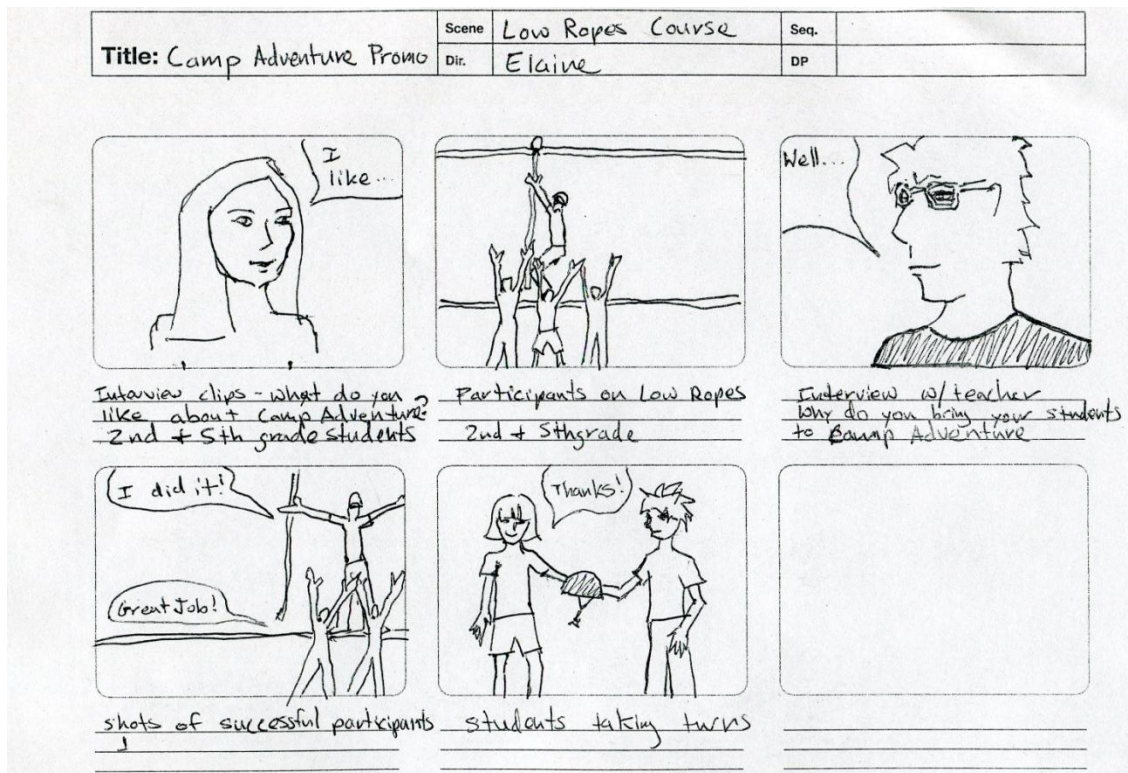
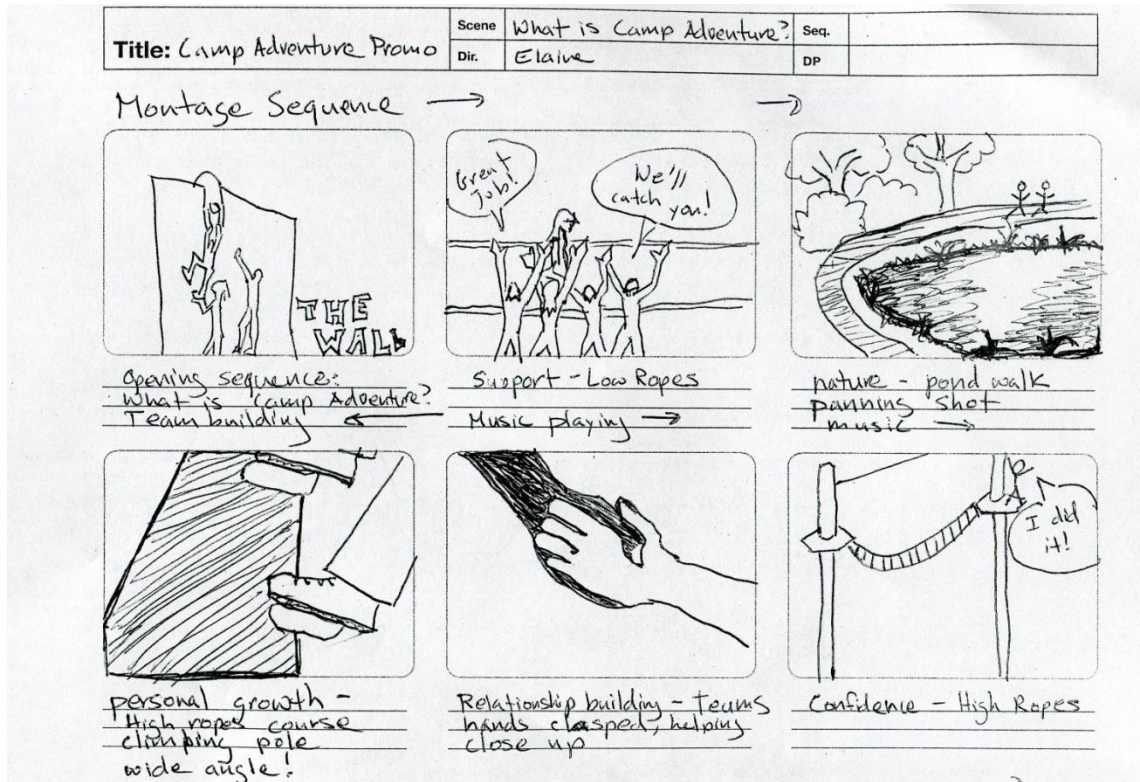


Figure 3d – Cowan High School student braves the Tremor Bridge.

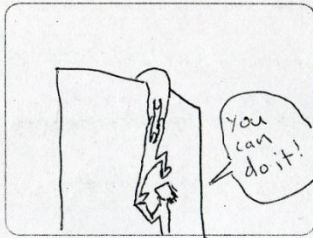


Figure 3e – Cowan High School students belay a classmate up the climbing pole.

Figure 4 – Video Storyboard



Title: Camp Adventure Promo	Scene	Teambuilding Course	Seq.	
	Dir.	Elaine	DP	



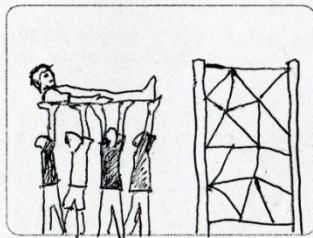
Teamwork shots



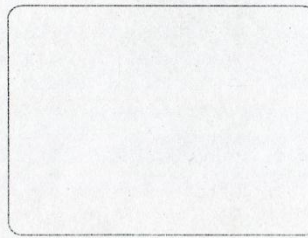
James Leslie explains
teams course



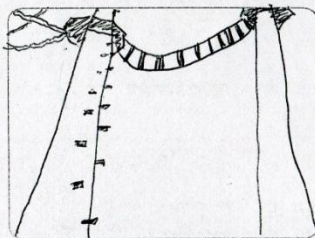
Interview teacher(s)
what do your students
gain from the teams course?



shots of group success



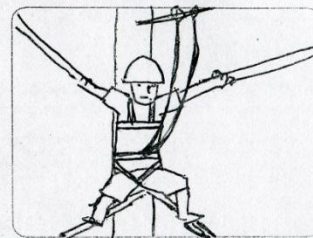
Title: Camp Adventure Promo	Scene	High Ropes Course	Seq.	
	Dir.	Elaine	DP	



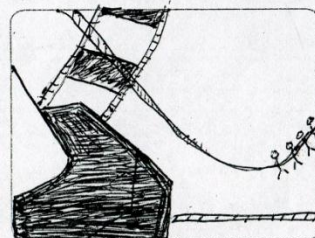
shots of High Ropes Course
wide angle, from below



interview students
how does it feel to be
on the ropes course?



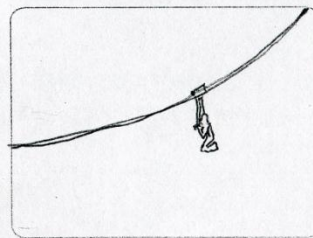
intersperse shots of
participants on high ropes
wide angle?



shots of belayers
down below



Teacher interview
what do your students
gain from this experience?



shots of Zipline

Title: Camp Adventure Promo	Scene	Science and Nature	Seq.	
	Dir.	Elaine	DP	



Teacher interview
why do you choose to
move the classroom outside?



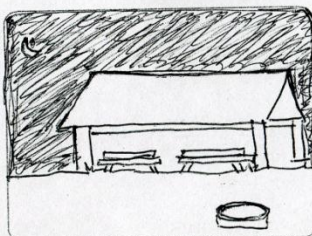
tree trail



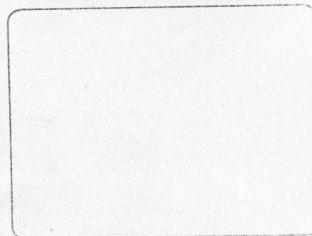
pond walk



James Leslie describes
resources available



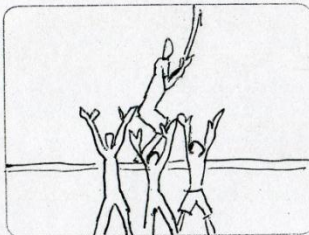
picnic shelter
fire ring



Title: Camp Adventure Promo	Scene	Closing Sequence - why come	Seq.	Camp Adventure?
	Dir.	Elaine	DP	

WHY VISIT
CAMP
ADVENTURE?

closing montage
music →

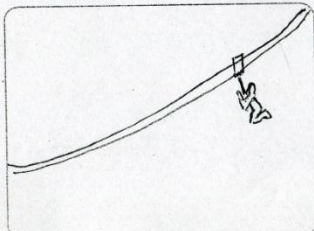


Low Ropes

problem solving/social skills
music →



Teams (Boosting team member)
relationship building
music →



High Ropes
confidence/growth
music →



Science & nature
shot of tree from below
music

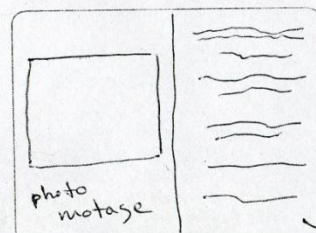


photo montage
closing credits
photo stills
music

credits

Website Development

The purpose of the website is to inform current and potential user groups about the programs offered at Camp Adventure, persuade them of the value of these programs, and open channels of communication between user groups and the organization. To this end, the Camp Adventure website is designed to reach three targeted user groups – schools, community groups, and corporations. Through its content, layout, and design elements, the website provides an experience specifically tailored to each client’s wants and needs. In this way, it facilitates ease of access to information and provides a positive user experience.

To begin building the website, a domain name, server, and website building software had to be chosen. The website domain name, campadventuremuncie.org, was chosen by the author and James Leslie, for its clarity and reference to location. The domain name was purchased from godaddy.com and HostGator was chosen as the server. Wordpress was chosen as the website building software because of its positive reviews from other users, and because it did not necessitate knowledge of coding.

The actual development of the website unfolded as a collaborative effort between the author, the BBC Fellows partners, and James Leslie. The author developed the website content, incorporating suggestions and revisions from James Leslie. BBC Fellows student, Lydia Hatter, also assisted with content development as well as layout and design elements, including the homepage graphic. BBC Fellows student, Kalyn Long, designed and contributed the Camp Adventure logo. These collaborative efforts were aimed at producing an informative, engaging, client-specific, user-friendly product.

In order to provide client-specific information and facilitate ease of use, the homepage directs prospective users to one page for corporate groups and another for school and community groups. The goal of the corporate page is to make companies aware of the programs available at Camp Adventure, and convince them that these programs can provide lasting benefits to their

business. To this end, the corporate page describes and promotes programming options which suit corporate needs such as the team building course, the high ropes course, and gathering centers. Included with these descriptions are pricing details and photos. The descriptions highlight the value of the Camp Adventure experience and its direct application to the workplace.

Similarly, the purpose of the school and community page is to raise awareness about Camp Adventure, and persuade school and community groups to participate in Camp Adventure programs. All programs pertaining to school or community visitors are described in this section, including the low ropes courses, team building course, high ropes course, gathering facilities, and environmental education programs. All program descriptions include photos, age level designations, and pricing information. The benefits of these programs are described in terms of their application to academics and school/family life.

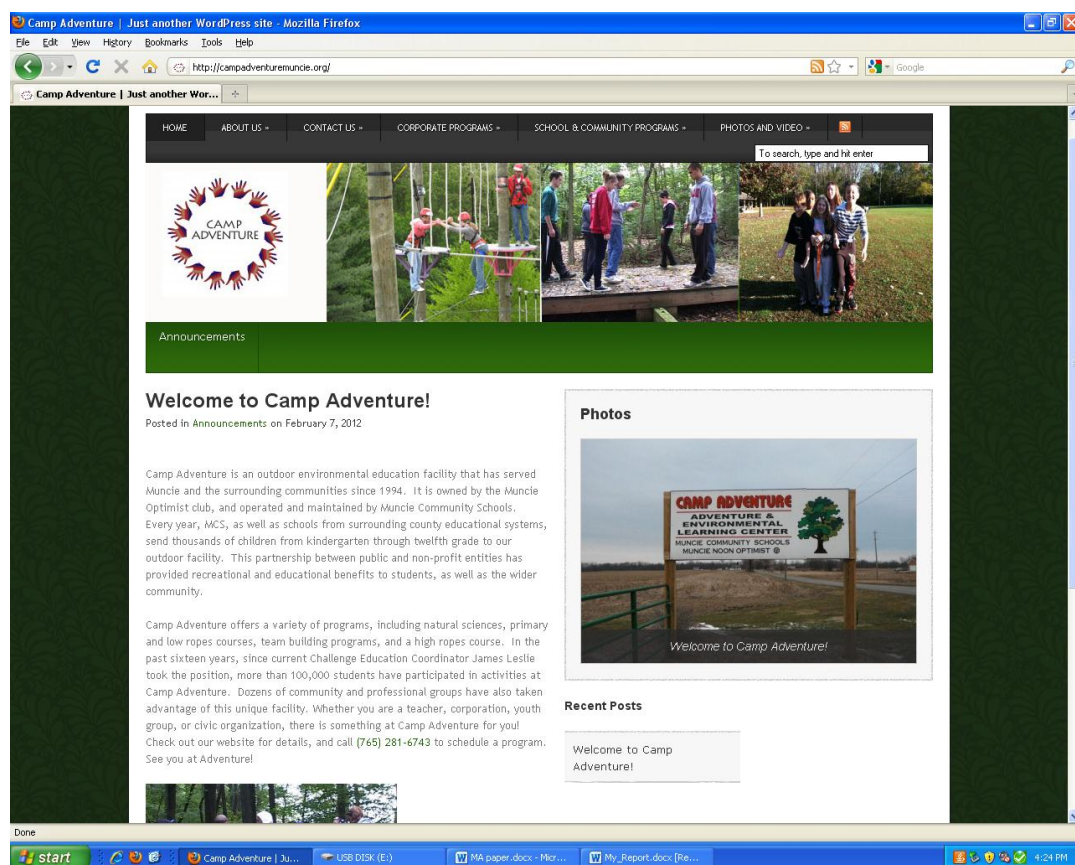


Figure 5 – Screenshot of the Camp Adventure Homepage

In addition to the pages described above, Camp Adventure's website includes the following pages:

- "About Us" describes the history of the facility, its operations, and staff.
- "Contact Us" provides contact information and directions.
- "FAQ" provides detailed answers to common questions about Camp Adventure.
- "Forms" provides access to required permission slips, medical history, and waiver forms.
- "Video and Photos" provides links to video and photo media about Camp Adventure.

The creation of these additional web pages helps efficiently disseminate information and streamline communication, forging stronger connections between Camp Adventure and its users. Additionally, providing these informational and administrative resources online eliminates the need to track down hard copies of these items, saving time for Camp Adventure clients and staff members. Finally, simply having a presence on the web helps raise awareness of Camp Adventure in the community by allowing interested parties to search and find information on the internet. Lastly, the content and design of the website will help persuade target market groups that this experience is the right choice for their needs. In this way, the website helps Camp Adventure accomplish the goals of raising awareness, generating positive perceptions, and opening channels of communication.

Expected Outcomes

The Camp Adventure website and video were submitted to Muncie Community Schools in December, 2011. Since then, Camp Adventure's new marketing intern, Lydia Hatter, has continued the website development by adding new content and media. The website is expected to be linked to that of Muncie Community Schools, where it can be accessed by teachers, parents, and students. It can also be accessed directly at campadventuremuncie.org. James Leslie notes that he anticipates adding more student photos as the spring season gets underway and students return to Camp Adventure. The implementation of Camp Adventure's marketing internship program will ensure that Ball State students will continue to assist Leslie in maintaining the website after the author's graduation. Additionally, the video will remain available to all interested viewers on Camp Adventure's website. It will also be used in presentations and events for prospective user groups, such as open houses, new teacher orientations, and staff development workshops.

Discussion

Addressing the Needs of the Client

The promotional video and website address the needs of the client by raising awareness of Camp Adventure, promoting positive perceptions of its programs, and opening channels of communication with its current and prospective user groups. It is the hope of the author and project partners that this marketing effort will help increase participation at Camp Adventure in the future, leading to the continued operation of this facility.

The website and promotional video raise awareness of the Camp Adventure by providing easily accessible information about its products and services. For those who are unaware of Camp Adventure's existence, the website and video provide opportunities for information to be found through internet search results. This will help potential new users become aware of Camp Adventure. For those who are already familiar with Camp Adventure, the website provides additional information such as programming options, announcements, and upcoming events. This meets a need commonly identified by respondents in the Camp Adventure Needs Assessment Survey (Appendix A).

These marketing tools also promote positive perceptions of Camp Adventure programs. By informing user groups about the benefits offered by each program, the website effectively publicizes the positive outcomes participation at Camp Adventure. Additionally, the video provides real life examples of participant experiences, who describe their reactions in their own words. In this way, these tools help to inform potential users of the benefits at Camp Adventure, persuade them that these benefits are valuable, and convince them to participate.

Lastly, the website addresses the needs of Camp Adventure users by opening channels of communication and providing helpful resources. Respondents to the Camp Adventure Needs Assessment Survey communicated that they wanted more educational support materials, and that planning and administration prior to visiting Camp Adventure was too time consuming. The website helps address those concerns by providing access to planning resources such as sample schedules, brochures, and required forms. Additionally, as Camp Adventure's environmental education curriculum is developed; it will serve as an online library from which teachers can access lesson plans, information pamphlets, and other educational materials. In this way, the website increases interaction between users and the organization, forging stronger connections and communication.

Implications

The benefits of outdoor education are numerous and valuable. As previously discussed, it has been shown to simultaneously enhance concentration, reduce discipline problems and improve academic performance (Kaplan, 1995; Louv, 2008; Leiberman and Hoody, 1998; NEETF, 2000). Child psychologists emphasize its importance in proper cognitive development (Kellert, 2005). Educators report its usefulness in treating ADD (Taylor, Kuo, Sullivan, 2004). Doctors promote it to combat obesity (Scheew, Sujana, Wade, 2008).

In light of these many benefits, one would expect outdoor education to be widely utilized by Indiana schools, yet this is not the case. As long as teachers and school officials perceive outdoor education as irrelevant to their state mandated curriculum, it will remain on the fringes of the learning community. Furthermore, as these resources and facilities remain underutilized by schools and community organizations, youth miss out on valuable learning opportunities, unique experiences in nature, and occasions for personal growth.

If outdoor education providers wish to retain or increase participation levels and funding, they must embrace marketing opportunities. Without public awareness, positive public image, and efficient means of communication, these facilities will not survive the competition of today's modern society. Through this project at Camp Adventure, we hope to make significant improvements in all three areas. By creating a website and promotional video, we hope to raise awareness of the services offered at Camp Adventure, promote the value of those services, and initiate a conversation with the community about the value of outdoor education.

If this project is successful, it will provide benefits at the local and state level. Locally, increased participation at Camp Adventure would help to secure its continued existence, and maintain this educational resource for future Muncie youth. Statewide, the success of this effort could serve as an example for other struggling school or non-profit outdoor education facilities in Indiana. By cultivating a strong local presence through marketing, Camp Adventure can increase community involvement and continue to serve youth in the Muncie area.

Limitations and Obstacles

In addition to successes, work on this project presented various limitations and obstacles. The first and foremost obstacle can be viewed as the scope of the project itself, in the sense that although marketing efforts can help raise awareness, improve perceptions, and increase communications with users, there are factors beyond these considerations that limit participation at Camp Adventure. In the case of school user groups, for example, many of the limiting variables including funding, transportation services, and administrative approval, are beyond Camp Adventure's scope of control. This project, therefore, could not make any attempt to address these barriers to participation. Rather, it hopes to serve as a starting point for a sustained and comprehensive marketing effort aimed at strengthening community support for this

organization. Perhaps, with a wider base of support, these issues could be addressed by community members and Muncie schools.

Another obstacle in this project was the lack of an organized environmental education curriculum at Camp Adventure. Although Camp Adventure offers two programming options – challenge education and environmental education – in reality there is very little formal programming offered on the environmental side. Camp Adventure has many educational resources for teachers such as books, pamphlets, guides, and equipment, as well as an ideal outdoor classroom setting, however no organized environmental curriculum exists. Instead, teachers are simply notified that these resources are available and that they may use the facility as they wish. Therefore most environmental education at Camp Adventure happens as an interlude between challenge activities or as “time filler” during other parts of the day. James Leslie estimates that user groups requesting challenge education programs make up 95% of the schedule, while groups specifically visiting for environmental education comprise only 5% of Camp Adventure’s usage (personal communication, 2011).

This deficit presented a problem for the project in several ways. In terms of the video, it meant that opportunities to schedule shooting dates and times for environmental education activities at Camp Adventure were extremely limited. The author was able to schedule only one date to shoot environmental education, and when that opportunity was rained out, there was not another chance to film. The result was that actual footage of environmental education could not be included in the promotional video.

In terms of the website, the lack of an organized environmental education curriculum posed difficulties in creating content and advertising programming. The author wondered, “how does one promote an educational opportunity that has no set objectives, procedures, or target audience?” The result was that environmental education is currently only briefly covered in the website content, with plans for later additions. More program development in the area of

environmental education is needed, not only to make this opportunity attractive to teachers, but also to cement a concrete program with ties to Indiana's state standards that can be offered to potential users. As programming is created, resources such as descriptions, schedules, and lesson plans will be added to the website for teachers to use.

Lastly, the author would consider the collaboration with BBC Fellows a mixed success. Working as a member of this group offered several benefits, such as advice from professionals in marketing, assistance in web design from student group members, and the opportunity to expand the scope of Camp Adventure's marketing efforts. However, working as a member of BCC Fellows also presented some difficulties. Certain members of the group committed to completing vital tasks, such as the creation of a Camp Adventure budget, which were never delivered. Other members contributed little or nothing to the group effort. While most members of the group were hardworking and motivated, the inadequate levels of commitment from some group members was a source of tension and distraction for the team as a whole. This disparity in effort detracted from the overall morale and enthusiasm of the work environment.

Looking back, there are many lessons to be taken from this obstacle. First, the author recognizes that no working group is perfect in its dynamics, and some problems are inevitable. To minimize these problems in future projects, the author would assume a more assertive leadership role, ensure that each group member had clear tasks to accomplish, and set firm deadlines by which to accomplish them. These lessons will prove valuable in future work for Camp Adventure, as well as future personal and professional endeavors.

Opportunities for Future Development

This project and its accompanying BBC Fellows partnership have opened many avenues for student involvement and future development at Camp Adventure. Plans for the spring semester include the first Camp Adventure marketing internship program, the development of an

environmental education curriculum, and an exploratory effort to obtain renovation funding through grants.

The Camp Adventure marketing internship program came about as a result of the BBC Fellows partnership. Dr. Russel Wahlers, advisor to the BBC Fellows group, has agreed to arrange internships at Camp Adventure for academic credit. Camp Adventure's first intern is Lydia Hatter, a former member of the BBC Fellows immersive learning group. Her responsibilities include website updates and maintenance, outreach to current and prospective clients, and revision of the Camp Adventure media packet and press kit. The intention is for Camp Adventure to receive the assistance of one marketing intern each semester, and for the student to gain valuable experience, credit, and references.

Another upcoming project is the development of an environmental education curriculum for use at Camp Adventure. This project is to be undertaken in spring 2012 by the students of Dr. Joshua Gruver's "Teaching Environmental Education" class, with assistance from the author, Elaine Deichmeister. Plans include the creation of several day-length environmental education programs targeted for students in kindergarten through 5th grade. Emphasis will be placed on teaching Indiana State Standards through hands-on, action-oriented, nature based lessons in Camp Adventure's outdoor classroom.

Lastly, in the upcoming semester the author is continuing to assist Camp Adventure by working on a grant proposal to the Ball Brothers Foundation. This proposal will be completed in collaboration with James Leslie, and is aimed at obtaining funding for needed upgrades to the facility such as heating and cooling, construction renovations, and maintenance equipment. The objective is to provide safe, comfortable, year round facilities that will attract more school, corporate, and community groups. This effort, coupled with the work of the marketing intern and the contributions of Dr. Joshua Gruver's Environmental Education class, will help Camp Adventure continue to grow and develop this spring.

A New Vision

This project has provided Camp Adventure with two very important marketing tools – the promotional video, and the Camp Adventure website. These products, however, are only the first steps that Camp Adventure must take toward increasing participation and securing funding. If Camp Adventure hopes to continue to exist for Muncie students, it must maintain its marketing efforts, revitalize its programming options, explore alternative funding sources, upgrade its facilities, and cultivate volunteer support. The coming years will present a huge challenge to Camp Adventure as it struggles to accomplish these goals, yet success may be the only way it can survive.

Camp Adventure's marketing campaign will be continued through the new marketing internship program. This ongoing partnership between the Ball State Marketing Department and Camp Adventure may be one of the most valuable outcomes of the BBC project. In future semesters, the intern could be responsible for video and photography, updates to Facebook, a regular Twitter feed, and a quarterly newsletter. These initiatives would incur little or no cost to Camp Adventure, and could effectively disseminate information to the public. Other options for publicity could include a short segment on public radio, similar to the one done by Acres Land Management. Local TV and newspapers are also low-cost options that Camp Adventure could consider in the future.

If Camp Adventure wishes to increase participation among its current users, as well as attract new market segments, it must develop and implement programs to appeal to these groups. One obvious population that is currently underserved is Muncie Community Schools and the surrounding school systems. In the Camp Adventure Needs Assessment Survey, area teachers expressed a strong desire for standards-based programming at Camp Adventure, and interest in resources to facilitate this. Dr. Gruver's Environmental Education class will begin to address this issue this spring, as they develop grade-specific environmental education curricula for

kindergarten through 5th grade. Beyond this initial effort, numerous programming opportunities could be filled with additional development. Possibilities include lessons for middle school and high schools students, family oriented workshops similar to the offerings at Asherwood, or professional education programs like those advertised by Camp Yale. Whichever market (or markets) Camp Adventure chooses to pursue, it should modify its existing programs to appeal to each specific group, and develop new offerings as supplements.

Even as Camp Adventure seeks to diversify its user base, it must also diversify its funding base. In an era of school budget cuts and shortages, Muncie Community Schools and the participating county school systems will not be able to shoulder the cost of Camp Adventure for long. Therefore, CA must defray costs through alternative funding sources. Some possible options include user fees, donations, and grants. Jason Kissel of Acres Land Trust reports that his organization relies almost exclusively on grant funding (J. Kissel, personal communication, March 15, 2012). Camp Yale, by contrast, obtains significant funding through user fees from their corporate clients. Both solicit donations from supportive individuals and organizations. As Camp Adventure strives to achieve financial self-sufficiency, it should explore all of these options.

Additionally, Camp Adventure must work toward upgrading its facilities. Facility upgrades would help increase participation in two ways: (1) attracting new clients by providing a higher level of comfort (2) expanding service capacity by lengthening the operating season. Both of these considerations are needs identified by the Camp Adventure Needs Assessment Survey. Many survey respondents expressed that they would appreciate heating and cooling in the buildings, updated restroom facilities, and more comfortable gathering spaces. These amenities will be even more important when marketing to corporate and community groups. Additionally, a heating and cooling system would not only enhance client comfort, it would extend the operating season by allowing the facility to remain open through the winter. Currently, the water is turned

off in early November to prevent the pipes from freezing, then turned back on in April. Many teachers expressed an interest in visiting Camp Adventure during these times, if the water could be kept on in the facility. A heating and cooling system would allow Camp Adventure to keep the water on all year and host additional groups during the winter.

Finally, in addition to program, funding, and facility development, Camp Adventure must seek to develop its human capital. Of all of the above suggestions for improvement, this is certainly the most important. Without committed individuals who support the mission of Camp Adventure, any strategies or goals outlined here will be useless. Camp Adventure already has the commitment of Challenge Education Coordinator, James Leslie, who works tirelessly to improve this organization. He is supported by a small, dedicated group of part-time facilitators, as well as the student marketing intern, whose first term began this spring. Camp Adventure must do more, however, to maximize its human resources. This effort could begin with cultivating a wider base of volunteers. To do this, Camp Adventure could develop more partnerships with Ball State, perhaps recruiting interns from the Physical Education and NREM Departments. Additionally, Camp Adventure should reach out to service organizations, such as sororities and fraternities, to help with maintenance of the grounds. Finally, Camp Adventure should make its presence known to Student Volunteer Services at Ball State, so that individuals interested in volunteering can be put in contact with James Leslie.

In conclusion, this project has helped launch Camp Adventure's marketing campaign by creating the promotional video and Camp Adventure website. The most valuable gains, however, may lie in the partnerships formed with Ball State and the future contributions of students. As Camp Adventure continues to work with the departments of Marketing and Natural Resources and Environmental Management, there is no limit to what can be accomplished with collaboration. It's a good thing too, because there is still much work to be done.

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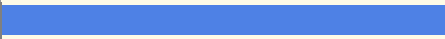

APPENDIX A

CAMP ADVENTURE NEEDS ASSESSMENT SURVEY

My Report

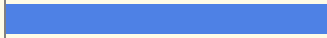


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1. Have you ever heard of Camp Adventure?

#	Answer		Response	%
1	Yes		146	93%
2	No		11	7%
	Total		157	100%





Statistic	Value
Min Value	1
Max Value	2
Mean	1.07
Variance	0.07
Standard Deviation	0.26
Total Responses	157

2. Have you ever visited Camp Adventure?

#	Answer		Response	%
1	Yes, with my students.		98	68%
3	Yes, without my students.		23	16%
2	No		24	17%
	Total		145	100%







Statistic	Value
Min Value	1
Max Value	3
Mean	1.48
Variance	0.57
Standard Deviation	0.76
Total Responses	145

3. How many times have you visited Camp Adventure?

#	Answer		Response	%
1	1 time		12	10%
2	2 times		16	13%
3	3 times		12	10%
4	4 times or more		81	67%
	Total		121	100%

Statistic	Value
Min Value	1
Max Value	4
Mean	3.34
Variance	1.09
Standard Deviation	1.05
Total Responses	121



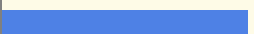



4. What were your goals/objectives for visiting Camp Adventure? (Please check all of the following possibilities that might apply. If we've missed a possible goal, please let us know by entering your goal in the "Other" box below.)

#	Answer		Response	%
1	Fun		78	65%
2	Student team building		94	78%
3	Build student confidence		83	69%
4	Work with special needs students		37	31%
5	Environmental education		56	47%
6	Other (Please explain)		33	28%

Other (Please explain)
Training
Training
training
teacher workshop, college class team building as a student
Allowing students to see and view themselves and other students in different aspects than the public school setting. Help them to work together for a common goal.
ropes training
I went with other teachers to experience what the students do.
check out research collaboration opportunities
Teacher Orientation
Teacher Orientation
Staff development
Science objectives
leadership
family night activity and professional development for administrators
Administration
chaperone
Staff visited
administrative team building
Observed my children on field trip
RESPECT FOR SELF/OTHERS
interdisciplinary unit with team
Team building-Personnel
we used it for parent "teambuilding" so that parents could connect with one another
Summer school
Special needs students were in regular class with my students as during a regular day.
Board Meeting
Board meeting and faculty inspections.
Science & Summer school
Earth Day Celebration

Statistic	Value
Min Value	1
Max Value	6
Total Responses	120

5. When you visited Camp Adventure, which of the following camp activities did your students use? (Please check all of the following that may apply.)

#	Answer		Response	%
1	High ropes course		28	24%
2	Teams course		63	53%
3	Low ropes course		61	52%
4	Science center activities		49	42%
5	Special education activities		23	19%
6	Primary low ropes course		52	44%

Statistic	Value
Min Value	1
Max Value	6
Total Responses	118

6. In terms of your most recent visit to Camp Adventure, how would you evaluate your satisfaction in the overall experience meeting your intended goals?

#	Answer		Response	%
2	Satisfied	<div><div></div></div>	112	96%
4	Dissatisfied	<div><div></div></div>	5	4%
	Total		117	100%

Statistic	Value
Min Value	2
Max Value	4
Mean	2.09
Variance	0.17
Standard Deviation	0.41
Total Responses	117

7. Please briefly tell us why you were dissatisfied:

Text Response
There was little carry-over once students returned to the classroom.
The activities were not well planned due to poor weather conditions.
Little carry over with students. Most of the time it was too far into the school year or too small groups to impact significantly.
Going here once a year doesn't suffice for the intended outcome of team building. With the educational demands placed on schools, it is difficult to justify time spent on the specific skills learned at Camp Adventure at school. In other words, I never see any carry over.
It has become limited in which areas you can go and activities that can be done

Statistic	Value
Total Responses	5

8. Please briefly tell us what you most liked about your experience at Camp Adventure:

Text Response
The camp is well done. James is a great leader.
Staff and the team building and confidence it brought
The interaction of kids with the equipment. Camp Adventure seems to bring out different sides of students.
Being able to be outdoors with my class and enjoyed getting to see another side of my students thru team building activities
The students had to work as a team to solve problems.
I liked the training so I could take students for team building activities.
I like the idea of getting the kids out of school and into situation that challenge them in unexpected ways to build their character and self esteem.
The positive team building atmosphere
high ropes
The students have to learn to work together on the teams course. Leadership, listening and cooperation are all important to the teams as the students soon find out. The students learn a great deal about themselves during this process.
excellent opportunity for our students; a VERY positive experience
I have been a teacher for 14 years. It is wonderful to see the students out of the classroom and in a total different setting. It is amazing to see some personalities that normally are not outgoing to become the leader for that day. Also, it's quite refreshing to see a student who is the "big whig" at school, not be as successful as some of his/her peers on these particular days.
Seeing students gain confidence in themselves through the activities.
Students working together.
Learning the ropes and building relationships of trust. Also, learning about the environment and our surroundings!
outdoors with kids
The opportunity for students to work together in an informal environment.
I enjoyed the outdoor adventure classroom experience. The children liked it, too.
It's a nice way to begin the school year and reinforce the importance of team work and supporting each other in working toward goals.
I enjoyed seeing students interact and support each other in a totally separate from school environment. Great teamwork was fostered.
I loved the positive experience all my children had.
It provided a day class bonding and support that I felt benefitted us the rest of the year.
I enjoyed watching students figure out how to master the challenge. Sometimes leaders

emerged who are not seen as leaders in the classroom.
Student problem solving and learning to work with and including others in activities.
Team building
How different it is than building teamwork within a school building.
seeing students work together who might not do so otherwise
The outdoor team building activities which help students in the classroom.
I enjoyed watching the students figure out the exercises and then try for each other's strengths in order to achieve them.
I loved that it helped my kids understand the team concept as well as build self-confidence and self-esteem.
The students enjoy not going to school throughout the day. I enjoyed getting to know the students better.
team building activities.
Unity while there.
Location
It allowed me to see natural leaders that did not always show their true nature in the school room environment. I found I could build on that to push them in their school work. It made me think differently of student potential.
The facilities and the setting for activity
Being outdoors and being able to interact with my students in a different setting.
I love the teamwork experience.
Being out in nature with the students
I enjoy being with my students in the relaxed, different setting towards the beginning of the school year so that we may see different sides of one another.
When the students understand that they are going to work together to solve challenges with guidance as a group.
change for the better in the personalities of the students in the outdoor environment
There is so much to do there and so many forest activities and trails and even a pond.
The ability for the students to take critical thinking skills and immediately apply them to have success in the activities.
I believe that camp always students to build confidence in themselves as well as supporting each other and working together
well organized
The experience of Camp Adventure that I liked most was the opportunity for students to learn to work together as well as learning to take the challenge of doing something they had never done before and being successful at it.
I enjoyed the freedom we had to do what we wanted with our kids. As long as we asked, it was fine to do what we pleased.

Being able to interact with my students in a different way than just in the classroom.
I love the chance to build my team.
How students were able to conquer certain fears and do things they did not think they could achieve. Also, how they worked together and worked with students they might not normally associate with during Camp Adventure High Ropes
How the students were able to conquer certain fears they had before they arrived and how students worked with other students they might not normally associate with during the regular school day.
The environment and team building.
the activities and ease of use
The environment
It's a great educational experience for students and staff. The Camp Adventure site is unique and rewarding for students and staff.
The activities were well-structured to accomplish planned goals, and the children benefited from the exercise and fresh air.
The staff was excellent and very well trained and knowledgeable about the skills they were providing.
I most enjoyed watching the children learn and interact in a positive way outdoors with nature and each other all day. The carry over from the team building into the classroom was also wonderful.
the variety of activities offered to our students and staff
The whole atmosphere
Opportunities for special education students to be involved with several fun activities and seeing students build confidence
Having the students out in nature and learning at the same time
team building experiences
The proximity and educational value to "city kids" being in nature was worthwhile, as was the cooperative learning experience.
The staff did a wonderful job with my children.
I liked the team building activities. I also liked how there is a trained person there to help.
James, Jane, Steve and all the rest of the staff are great! They are helpful with the kids and to us adults. Friendly and fun!
learning experience outside of the classroom. Kids having fun and learning without realizing it.
The opportunity to interact with the students in a different environment and see them achieve things that they didn't believe they were capable of.
team building that resulted from kids interacting in this manner
The kids enjoyed the ropes.
Well organized and cared for.

Students were engaged, excited, and challenged. It is a clean beautiful facility.
I like the collaborative, team building atmosphere that Camp Adventure provides.
Watching the students interact in a different environment than the classroom.
The opportunity for children to learn outside of a walled classroom getting an experience many had never had or would again. It's always great to learn something with the opportunity to use all of your senses and your whole body. It makes it more fun and meaningful.
I visited during an employee cookout and enjoyed being in the atmosphere and seeing everything Adventure has to offer. I also witnessed firsthand my children's experience with the ropes course during a fieldtrip. It was overall a very positive experience.
I enjoyed the team building activities and the opportunity to do them in the great outdoors!
THE CAMP ADVENTURE ENVIRONMENTAL LEARNING CENTER EXPERIENCE ALWAYS PROVIDES AN OPPORTUNITY FOR MY STUDENTS TO BOTH INDIVIDUALLY AND COLLECTIVELY "SHINE" IN PERSONAL AND GROUP GROWTH AS WELL AS MARKEDLY IMPROVING MY RAPPORT WITH THEM.
Children see what it means to work together first hand.
Our students like having the ability to learn new things in a new environment. Our teachers enjoy being outside and seeing the students in a different perspective.
outdoors
Many students do not have the opportunity to experience the outdoors in this way.
Students really enjoy learning and working together outdoors. It's an opportunity to leave the school building and do cooperative learning activities without tests and paper/pencil tasks.
the grounds
Kids learn to work together and also have more confidence in themselves at the end of the day.
It was a great experience for my students
It is a great opportunity for me to see strengths in my students that I may not be able to see in the classroom setting. It also lets students face challenges in a safe, encouraging environment where failing and/or making mistakes is not part of the equation.
It was a fun filled day of hands-on learning, and team work.
The facility is always very well kept up and there are a lot of opportunities for our inter city students that would not normally be able to explore.
Sparky and James were very friendly. The facility appeared to in excellent condition and well maintained.
taking the kids out of their comfort level and giving them some experiences new to them. Watching them glow when they find they can do more than they thought.
Clean, nature setting
Team building exercises for adult personnel teams was pertinent, appropriate and meaningful!
I liked how easy James made it to coordinate an event, and I liked the facilities that were available for use.
The environmental experiences for students who haven't been in a woods, outdoors, near a

pond.

Opportunity to take kids out of the classroom but still involve them in a highly educational and deceptively fun enhancement to the usual curriculum.






It was a nice change for the students to get out of the classroom. The team building activities were fun but if the students went to camp before these activities might get boring.

Team Building Exercises

Provide opportunities for different students to building teamwork skills

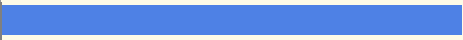

Statistic	Value
Total Responses	115

9. During your most recent visit, how satisfied were you with the STAFF at Camp Adventure?

#	Answer		Response	%
1	Very Satisfied		81	70%
2	Satisfied		28	24%
3	Neither Satisfied nor Dissatisfied		4	3%
4	Dissatisfied		1	1%
5	Very Dissatisfied		1	1%
	Total		115	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	1.37
Variance	0.46
Standard Deviation	0.68
Total Responses	115

10. Overall did the Camp Adventure facility meet your needs?

#	Answer		Response	%
1	Yes		111	97%
2	No		4	3%
	Total		115	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.03
Variance	0.03
Standard Deviation	0.18
Total Responses	115

11. If you could identify ONE improvement that we could make at Camp Adventure to improve your overall experience, what would that be?

Text Response
None
N/A
I don't have any suggestions. Teachers are so swamped with meeting times and standards that getting out there is the issue.
More shaded outdoor areas
I would rather take my class to Camp Adventure than a satellite site.
none noted
none
More nature trails for walks and discussions. Beautiful grounds
unsure
I dont believe there are any serious weaknesses at Camp Adventure. Honestly, the facilities and the staff there have been excellent.
can't think of anything . . . our experiences there have been excellent
Control the weather :)
None. I felt that the experience was great.
Not sure.
Being able to go more and have more groups to go.
more services
For the activities we participated in, I have no suggestions.
I honestly cannot think of an improvement at this time.
I've only ever had one need when visiting camp that wasn't easily met -- I once needed a place to pump since I was a working nursing mother and privacy was difficult to come by.
Provide training to teachers to further the connection between CA and the classroom.
I have no complaints.
That's hard! I guess it would be an indoor rope area so when the weather didn't cooperate, classes could still come.
Is there a way to give students a strategy to continue the kind, cooperative behaviors seen at the camp when they return to the classroom?
Our school could only be scheduled over an extended stretch that ran into the colder months.
Don't have any suggestions
none

That my school district participate in this important activity based learning environment!
None
be more aggressive in inviting schools, specifically special education program educators.
Staff with specific goals and instructions to assist all involved.
nothing at this time.
Schedule
Cleanliness
No I can't. My experience with your facility was with YHS. I am now at YMS and just wished we could take our eighth graders. I think it is a confidence builder for some kids.
Summer Availability!!!!!!!!!!!!
I can't think of anything at this time.
I love it and wish I had more time there.
control the temperature and rain - :)
Nothing, it is ran well.
Make sure all teachers and students are informed about Camp Adventure before coming.
heat
As it progresses toward late fall and winter, heat in the building would be helpful since many of the initiative and early team building activities take place there.
I think to have heat in the Lodge would be a great asset, if it were heated then we could use the science area and even some indoor activities year round.
my overall experience is always good
allow for information on Camp more accessible via website with pricing and methods for payment
I'm not sure how this could be done but the numbers of students in a group sometimes needs to be smaller.
bathroom facility update
I can't think of anything. I really enjoy the experience.
Fixing the driveway
To get the word out more to local schools and businesses for use
none
more activities
More available and qualified staff to help students
None at this time.
It would be nice to have some of the key plants (and animals located in the pond) posted on signs for students to locate or on a map of the area.
restrooms and lunch room could use a little makeover.

The one thing that I would like to utilize more is the science aspects of camp adventure. I think it would be really great if the primary grades each had a kit of science activities for each of the elementary grades to be able to use when they came to adventure. I could see this being extremely beneficial and could be quickly added into the training day that most teachers have to go to in order to take classes out there.
more information shared about the various activities offered at C&P Adventure
Market the facility better.
Integrate Sp. Ed. students with general education students-buddy system
N/A
teacher involvement
More marketing to High School students - since I moved up from the Middle School, I have rarely heard about it being used.
None.
no
None that I can think of
not sure
More substitutes so that groups are able to be a bit smaller.
? possibly have more staff in our building be trained to take more students to CA ?
none
cannot think of anything
We have issues getting school busses there. It would be nice to have easier access for busses.
There is no heat in the main building and it is very cold!
more time.
To be able to visit more often
I cannot offer any suggestions to improve my experience. I think it is already being utilized properly and has a lot to offer the community.
Can't think of any at the moment. Perhaps larger restroom facilities.
PROVIDE HEATING FOR RESTROOMS AND LODGE FACILITIES TO INCREASE THE TIME LIMITS THE FACILITY COULD BE USED LATER INTO THE FALL AND EARLIER IN THE SPRING. ALSO, CONSIDER INCREASING THE AMOUNT OF LIGHTING AVAILABLE TO INCREASE EVENING USAGE.
I don't know.
I cannot think of any improvements other than having more time to spend.
science staff
Allow the team teachers to be there instead of subs
I have always been impressed with the facilities. The restrooms are clean. There's plenty of space to store lunches. The volunteers are great with the students, and Mr. Leslie always keeps the grounds safe and beautiful.

work with deptment of natural resources
Bathroom facilties (port-a-pots) to use when students are far away from the front.
Make it easier for teachers to get subs to take students there.
It would be helpful if the names of the elements were posted or a lay out of course with the names of the elements were given so when I fill out the form over the course I mark the correct items. It also might make it more interesting to have the names for the students.
Not sure
I really don't know of anything
Alternative energy sources.
continuing education offered for those who had the training so long ago.
More variety of activities
Additional shelters perhaps
More road signs or better advertising would make it easier to tell people where it is and how to get there. The issue that I had was that no one: had heard of it and/or knew how to get there, and some people drove right past it and had to turn around.
None known at this time.
No suggestions at this time. Unfortunately, it has been several years since I have been allowed release time to visit Camp Adventure.
Make sure the activities change for students that visit more than once.
None
None
Invite staff/adults from schools
none

Statistic	Value
Total Responses	113

12. Please briefly tell us what other improvements you would like to see at the Camp Adventure facility:

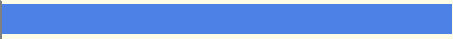

Text Response
None
None
More restrooms, more sitting areas for larger groups
none noted
restrooms
A zipline for both the high and low ropes course
affordability
facility seems fine to me
I believe it is a wonderfully ran program. I cannot think of any improvements.
None.
Not sure.
Have things updated, bathrooms, building, etc...
No improvement necessary
I would like to have more social studies (history) involved, especially since Social Studies is now an ISTEP area of testing.
Better restroom facilities
I really see no need in improvements!
I can't think of any, except maybe for grants so all schools could visit.
None that I can think of.
None
more low ropes courses
Allow groups to attend in the summer.
Swimming pool
The camp seems well maintained, keep that up. If an overnight stay facility might be made available it would be a good addition.
I can't think of anything at this time.
None
None
Make sure the facility is kept up all year, not just when Muncie Community Schools is using Camp Adventure.
air conditioning, more rope courses
Maybe some signs directing buses to drop-off points and pick-up points and clear direction

where cars with teachers and /or parents should park.the road into Camp Adventure needs constant "filling" in. I don't think paving is absolutley necessary but some kind of treatment regularly would sure make the ride in smoother.
Over all, besides the heat for the lodge, I think can is a wonderful facility.
allow student interns to help conduct team building
Heat in the meeting room would be nice when it's cold outside.
install playground equipment for primary students
Repairing the driveway
none
none
More activties
None at this time.
the access road could use some work
I think it is an amazing facility staffed with great people.
None
N/A
na
Staff professional development/team building
I am not sure if this is already done, but summer camp activities for children.
no
better docks on the pond, ones that will stay above water and allow the kids to get on the pond.
I would love to see this property utilized in a manner that the entire community could benefit from. Get info about team building out to the general public.
I see no need for other improvements.
?
none
don't know
none.
I know that some of the student toilets and sinks don't work at times.
more use of the ropes.
None.
CONSIDER IMPROVING/LEVELING GRAVEL IN THE DRIVE. OVER MY NOW 14 YEARS EXPERIENCE WITH A MULTITUDE OF STUDENTS VISITING THE ADVENTURE ENVIRONMENTAL LEARNING CENTER, JAMEES LESLIE HAS MADE MIRACULOUS IMPROVEMENTS TO THE FACILITY AND RESOURCES AVAILABLE.
more communication regarging what programs are offered and how to sign up

none
None
Signs to describe the different areas.
We enjoyed our trips.
Don't know of anything
continued improvement of science equipment
Possible use for personal events
More tables for larger groups
A bigger outdoor pavillion would be nice for accomodating large groups.
Less preparation time to get there. Permission, Calendar date, busing transportation, rationalization
Some of the team building equipment seemed to need some repair.
None
None
na
can't think of any.
NA
Permanent grill for cookouts....(???)
Overall, I'm satisfied with the facility.
I can't think of any at this point
I haven't been there enough to address this
science staff
Internet access for James so we can better communicate with him.

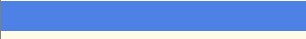







Statistic	Value
Total Responses	80

13. Would you recommend Camp Adventure to other teachers or school administrators?

#	Answer		Response	%
1	Yes		104	95%
2	No		6	5%
	Total		110	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.05
Variance	0.05
Standard Deviation	0.23
Total Responses	110

14. How did you initially hear about Camp Adventure? (Please check all that apply.)

#	Answer		Response	%
1	Teaching colleagues		84	64%
2	School administrator		72	55%
3	Students		15	11%
4	Parents		1	1%
5	School newsletter		7	5%
6	School website		5	4%
7	Local media		11	8%
8	Other (please explain):		12	9%

Other (please explain):
workshop
School Field Trip
As a student who attended
Flyers in teacher's mailroom
Optimist Club
I am an employee of MCS
FRIEND BILL MAHONEY WHEN I WAS FIRST HIRED BY MCS
We were told we had to do it when first acquired by MCS
rented adjoining property
grew up with it
Trained on low ropes
We were required to be trained years ago, so that is when I learned about the camp.

Statistic	Value
Min Value	1
Max Value	8
Total Responses	131

15. What do you think Camp Adventure is? (Please briefly share your thoughts below.)

Text Response
A camp in northern indiana by Pierceton
Possibly a camp where there are lots of new and unusual ways to learn exciting new material.
???
I have never heard of it.
place for kids to go
I don't know
I have no idea.
Probably some sort of high ropes/challenge course.
not sure
A summer camp for students to keep them out of trouble when school is not in session.

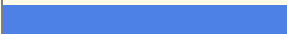



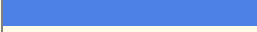


Statistic	Value
Total Responses	10

16. Would you like to receive more information about the educational programs offered at Camp Adventure?

#	Answer		Response	%
1	Yes, please send me more information!		53	38%
2	No, thank you.		87	62%
	Total		140	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.62
Variance	0.24
Standard Deviation	0.49
Total Responses	140

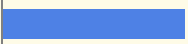
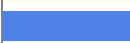



17. Please indicate the best way for Camp Adventure to provide information to you. (Check all of the following that apply. If you'd like to be contacted via email or phone, please give us your email address and/or phone contact number. (Your contact information will be kept confidential.)

#	Answer		Response	%
1	Handouts / Flyers / Mailings		30	60%
2	Presentation in class / Meetings / School Events		14	28%
3	Website		30	60%
6	Open House at Camp Adventure		22	44%
4	Email		27	54%
5	Phone		3	6%
7	Other		3	6%

Email	Phone	Other
lsmith@bcs.k12.in.us		Blackford High School 2392 N State Road 3 Hartford City, IN 47348
cellingwood@bcs.k12.in.us		
maestep25@yahoo.com		
csmithson@cowan.k12.in.us		
cwhitehair@cowan.k12.in.us		
staylor@bcs.k12.in.us		
dlove@cowan.k12.in.us		
jbrown@yorktown.k12.in.us		
mshaw@yorktown.k12.in.us		
ahenderson@yorktown.k12.in.us		
crystalteach06@yahoo.com		
fjlre@comcast.net		
vrstark@comcast.net	765-831-1019	
dlovell@muncie.k12.in.us		
cwhitemore@muncie.k12.in.us		
alacey@muncie.k12.in.us		
kmcguire@muncie.k12.in.us		
rmichellini@muncie.k12.in.us		
dyork@muncie.k12.in.us	765-465-3724	
fshort@muncie.k12.in.us		
mbantz@muncie.k12.in.us	(765)747.5431	
mpattison@muncie.k12.in.us		
drutherford@muncie.k12.in.us		
dtschuor@muncie.k12.in.us		
mpattison@muncie.k12.in.us		
vmiller@muncie.k12.in.us		
		share more with our teaching staff
		For parents if they could use it for their family outings.....

Statistic	Value
Min Value	1
Max Value	7
Total Responses	50

18. Please rate your interest in visiting Camp Adventure with your class:

#	Answer		Response	%
1	Extremely Interested		52	38%
2	Interested		37	27%
3	Not Sure		25	18%
4	Not Very Interested		13	10%
5	Not At All Interested		9	7%
	Total		136	100%

Statistic	Value
Min Value	1
Max Value	5
Mean	2.19
Variance	1.52
Standard Deviation	1.23
Total Responses	136

19. Following are several obstacles or barriers that may prevent you from coming to Camp Adventure. Please rate the degree to which each item below represents an obstacle for you to attend Camp Adventure.





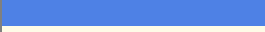



#	Question	Major Obstacle	Minor Obstacle	NOT an Obstacle	Responses	Mean
1	Lack of time	44	43	29	116	1.87
2	Lack of funding	52	36	30	118	1.81
3	Lack of transportation funds	51	34	32	117	1.84
4	Lack of administrative support	17	27	68	112	2.46
5	Difficulty obtaining approval for field trips	34	33	48	115	2.12
6	Lack of support materials	10	41	62	113	2.46
8	Liability concerns	12	25	77	114	2.57
9	Lack of personal interest	6	22	87	115	2.70
10	Inclusion of special needs children	4	16	93	113	2.79
11	Class size	12	32	70	114	2.51
12	Lack of information about Camp Adventure	16	25	73	114	2.50
13	Not relevant to my subject area	24	27	64	115	2.35

7	Other (please explain):	6	1	14	21	2.38
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Other (please explain):
none
List items are not dragging
I am not the "outdoorsman"
N/A
Students are not allowed to leave the YOC TASC Unit.
admin support to bring targeted students
the bus cost to transport MCS classes to Camp Adventure is too costly
I don't think I could take my health class.
not a teacher
I'm not an educator so this section of the survey does not apply to me.
I am school nurse. Not necessary for me to go.
NA
open to everyone please

Statistic	Lack of time	Lack of funding	Lack of transportation funds	Lack of administrative support	Difficulty obtaining approval for field trips	Lack of support materials	Liability concerns	Lack of personal interest	Inclusion of special needs children	Class size	Lack of information about Camp Adventure	Not relevant to my subject area	Other (please explain) :
Min Value	1	1	1	1	1	1	1	1	1	1	1	1	1
Max Value	3	3	3	3	3	3	3	3	3	3	3	3	3
Mean	1.87	1.81	1.84	2.46	2.12	2.46	2.57	2.70	2.79	2.51	2.50	2.35	2.38
Variance	0.62	0.67	0.69	0.56	0.70	0.43	0.46	0.32	0.24	0.46	0.54	0.65	1.73
Standard Deviation	0.79	0.82	0.83	0.75	0.84	0.66	0.68	0.56	0.49	0.68	0.73	0.81	1.32
Total Responses	116	118	117	112	115	113	114	115	113	114	114	115	28

20. Please indicate your school system affiliation below:

#	Answer		Response	%
1	Blackford Community Schools		17	13%
2	Cowan Community Schools		12	10%
3	Daleville Community Schools		6	5%
4	Delaware Community Schools		1	1%
5	Muncie Community Schools		70	56%
6	Wes-Del Community Schools		2	2%
7	Yorktown Community Schools		16	13%
8	Other:		2	2%
	Total		126	100%

Other:

Leader

BSU

Statistic	Value
Min Value	1
Max Value	8
Mean	4.39
Variance	3.54
Standard Deviation	1.88
Total Responses	126

21. Please share any comments you wish to offer about Camp Adventure and how our programs might be developed to meet the needs of your students:

Text Response
Not sure, let us know about it!
with so much pressure put on teachers to meet Core Standards in Math and LA, it feels like we dont' have time for anythign else
I think they are great, but many will not choose to go there due to state and local expectations of test prep. They see little return on investment on a visit to CA on that purpose.
Wish we were still participating in Camp Adventure!
We hope to continue if funding is not a problem.
The students I have taken to Camp Adventure have received a wonderful experience over the years and I as an educator believe that it is an extremely important tool to teaching students the value of working together and developing leadership and cooperation skills.
Excellent facility so close to our school. Wish we were able to utilize the facilty more.
The high ropes course is great. I have seen many students who seem reserved blossom into leaders on the course. It is a wonderful experience for the students.
I would love to see an opportunity for a variety of teachers and students from my school to meet up there some evening or weekend. I'd LOVE a staff retreat on the high ropes course!
I really like the programs now offered.
I believe that I have attended a similar program in Converse, Indiana. It was extremely helpful in building teamwork and cooperation. I would be most interested in involving my extracurricular group.
Ultimately, scheduling caused students to miss too much educational time. I also was disappointed that the students did not transfer what they learned and did not demonstrate retention of lessons.
None
I love this program.
We need to develop programs such as these to compliment our academic focus.
?
I teach a resource class (full inclusion) and it is difficult to hold a field trip without breaching confidentiality as well as my student's missing out on regular class time. Is there any way around it?
Well qualified and trained personnel to give specific directions and instructions or overall goals and acheivments.
Love it I wish we could take the 8th grade at YMS
Personally I need to take time to develop science experiments to return to the camp for a field

trip.
Make sure all education groups (PK through college) and employers are informed about Camp Adventure and its benefits.
if students could visit more frequently we could continually build on our progress of team building. We could also do science activities on seperate days from ropes. Being outside and learning about nature is something most students do not get a cvhance to experience.
THis is a crucial bonding program that, I firmly believe, should be available and funded at every grade level. Students today are so out of touch with Nature that Camp Adventure is like a wonderful time to marvel at animals, bugs, trees, flowers and the importance of NOT littering, anywhere.
I am very pleased with my experiences with Camp Adventure. The training that James provides is extremely good. If everyone follows the training procedure, the students should leave with a sense of accomplishment and a better feeling about themselves. i wish there were more opportunities for the students to attend Camp Adventure. If handled in the correct manner, it can certainly be an extension of the classroom, rather than viewed only as a field trip.
None
Better marketing of the facilities and staff capabilities is needed.
Great and wonderful programs that need to be shared more with teachers through flyers, website or e-mail updates
Versatility needed to connect individual non-science courses to the Camp. Now that "team teaching" is on the outs, it is hard to justify bringing individual sections out there.
I and my students use Camp Adventure about 2x per year. So they have often done the low ropes course many times already. Some variations to the course that could be substituted on subsequent trips would be appreciated.
Camp Adventure is a great facility and needs to be used more by the school community.
I hope we can keep the facility. It could become self-funding if we market it correctly. I believe it has a lot to offer.
keep up the good work.
The students LOVE going and it IS important for them to get outside and exercise too! I wish every grade could attend for an exercise, fitness program. Childhood obesity is a MAJOR obstacle.
I think due to budget shortages, the school system has no business owning & maintaining a camp. Waste of time & money.
JAMES LESLIE HAS BEEN EXTREMELY HELPFUL IN MEETING AND EXCEDING OUR STUDENTS' NEEDS OVER TIME. THE FACILITY AND AVAILABLE PROGRAMS ARE AMAZING ASSETS' IN THE MCS EDUCATIONAL ARSENAL IN MEETING OUR GOAL OF MAXIMIZING EACH STUDENT'S POTENTIAL IN BECOMING POSITIVE, PRODUCTIVE MEMBERS OF OUR SOCIETY.
I think the programs offered do a wonderful job of meeting the needs of our students. We have had very successful field trip to Camp Adventure and have enjoyed our time there. The children talk about it when they return and the teachers follow up with classroom activities.
None

none
I wish more students received the opportunity to participate in these activities. I think more adults would understand its value if they participated in some of the activities themselves. It is somewhat difficult to explain to staff and parents that have not seen or experienced Challenge Education. It would be a good way to build a sense of "family" in a staff to participate in some of the team activities and initiatives.
Great team working for Camp Adventure. Thank you for all our visits to your site.
Nothing at this time
Maybe if you publicized the activities you offer along with how they fit into the curriculum, similar to the info that Minnetrista puts out.
More marketing
Great place, when I used it the things that were the toughest wastaking time to set up the activity, permissions, busing, food, etc...Now my job does not really allow me to implement such activities as easily.
I do not presently have a program issue; due to lack of administrative support and the long process to get field trips approved I have found it cumbersome to take students to Camp Adventure. In our building, I'm not sure I would be able to muster the staff to bring 50 or so kids out. Additionally, since teaming has been disbanded at the middle school, it is challenging for a single classroom teacher to manage organizing a trip to Camp Adventure and still maintain adequate student to teacher ratio. Even though I do not teach Science I could justify use of the teams course for my classroom.
None
None
please offer staff/faculty picnics/parties at Camp Adventure
My students truly enjoyed going to Camp Adventure. They asked if we could go again this year while heading back to school that afternoon!
With additional equipment, training, staffing, it might be a place that families might be interested in
Working with James Leslie is always positive. Especially like the natural science opportunities provided
I'm not a teacher, but I think that we can find out what teachers are looking for and offer programs that will meet their needs
I don't believe new teachers are being well-informed or encouraged by administrators to obtain training at Camp Adventure. Because of this, as a school counselor approaching them about trips to Adventure, they are sometimes not motivated to make the effort to take their students because they haven't spent any time there, are unfamiliar with it, and haven't been trained.

Statistic	Value
Total Responses	53

APPENDIX B

MEDIA RELEASE FORMS



CONSENT AND RELEASE

I, the undersigned, irrevocably grant to Ball State University ("Ball State") the right to use my appearance in photographs, sound recordings, and/or video/film recordings for any purpose it deems proper. I understand that these photographs/recordings may be used to publicize Ball State through publications, newsletters, news releases, and other printed materials; television/radio ads; and publicity materials on television and the Internet.

I irrevocably grant permission to Ball State to use my appearance in photographs or sound/film/video recordings in any manner and media throughout the world in perpetuity. I consent to the use of my name and any biographical material about me.

I understand that the images or recordings of me may be edited in Ball State's sole discretion at any time. I understand that I may or may not be given credit for my appearance in photographs or recordings.

I expressly release Ball State, its agents, trustees, officers, employees, licensees and assigns from and against any and all claims which I have or may have for invasion of privacy, defamation or any other cause of action arising out of or relating to my appearance in the photographs and/or audio or visual recordings created by Ball State.

Date

Signature

Printed Name

Release Form (Under 18 Years of Age)

FOR THOSE UNDER 18 YEARS OF AGE

For consideration of my performance in the educational Program entitled Camp Adventure Promotional Video and Website (the "Program"), and without any further consideration from Ball State University ("Ball State") and Camp Adventure, I hereby grant permission to Ball State and Camp Adventure to utilize my performance in connection with the Program for any and all educational or instructional purposes of Ball State University and Camp Adventure throughout the world in perpetuity.

I agree that my participation in the Program may be edited in Ball State's and Camp Adventure's sole discretion. I consent to use of my name and that of my band and biographical material about me in connection with Program publicity and related institutional promotional purposes. I expressly release Ball State and Camp Adventure, their agents, employees, licensees and assigns from and against any and all claims which I have or may have for invasion of privacy, defamation or any other cause of action arising out of production, distribution, broadcast or exhibition of the Program. The consents and permissions granted by me are not revocable.

Signature

Address

Printed Name

Date

I represent that I am a parent (guardian) of the minor identified above, and I hereby agree that we shall both be bound thereby.

Signature

Address

Printed Name

Date

APPENDIX C

VIDEO OUTLINE AND SHOOTING SCHEDULE

Tentative Camp Adventure Promo Outline

I. Introduction: What is Camp Adventure? (montage sequence)

- a. Teambuilding – teams course
- b. Support – low ropes
- c. Science/Nature – pond activities, tree walk
- d. Personal growth – high ropes course
- e. Relationships – teams course
- f. Confidence – high ropes course

II. Low Ropes Course (highlight physical benefits, problem solving, and social skills)

- a. Interview with participants (5th grade?)
 - 1. What do you like about Camp Adventure?
- b. Participants on low ropes course
- c. Interview with teacher
 - 1. Why do you bring your students to Camp Adventure?
- d. Shot of participants experiencing success/encouraging each other
- e. Shot of participants taking turns

III. Teambuilding Course (highlight relationship building)

- a. Moment(s) of team unity (wall? Spider web?)
- b. James Leslie explains purpose of teams course
- c. interview with teacher
 - 1. What do your students gain from this experience?
 - 2. How does class dynamic change as a result?
- d. Shots of group success and shots of individual reactions and experiences

IV. High Ropes Course (highlight personal growth and confidence)

- a. Interview with students
 - 1. How does it feel to be on the high ropes course?
 - 2. How has this experience impacted you?
- b. Intersperse with shots of participants on high ropes course
- c. Interview with teacher
 - 1. What do your students gain from this experience?
 - 2. What changes do you see in their behavior?

V. Science and Nature (highlight connection to state curriculum)

- a. Interview with teacher
 - 1. How do your students react to spending the day outside?
- b. James Leslie describes materials and activities available
- c. Teachers – you can prep for ISTEP here!

VI. Closing Sequence: Why come to camp Adventure?

- a. Low ropes – exploration and social skills
- b. Teams Course – relationship building
- c. High Ropes – personal growth and self esteem
- d. Science – learn about nature in nature itself
- e. Credits with photo montage

Shooting Schedule

Date	School	Location	Age Group
September 28, 2011: 9 am – 2 pm	Northside Middle School Mitchell Elementary <i>Teachers: John Lademere Mike Schefeild</i>	Teams Course Low Ropes	6 th grade 4 th and 5 th
	Daleville High School	High Ropes	High School
September 29, 2011 5 pm – 7 pm	Storer Family Night	Picnic Shelter	Families
September 30, 2011 9 am – 2 pm	Daleville Elementary <i>Teachers: Liddy Reed (5th) David Hubble (2nd)</i>	Low Ropes	2 nd and 5 th
October 5, 2011 9 am – 2 pm	Daleville High School Wilson Middle School Southview Elementary <i>Teachers: Kaylee Heckman Leslie Davis</i>	High Ropes Teams Course Low Ropes	High School 6 th grade 5 th grade
October 6, 2011 11:30 am – 2 pm	Cowen High School	High Ropes	High School
October 18, 2011 9 am – 2 pm	Central High School <i>Teacher: Major Cummings</i>	High Ropes	ROTC
October 19, 2011 9 am – 2 pm	Daleville High School Longfellow Elementary <i>Teachers: Sandra Bridges Leah Britten</i>	High Ropes Low Ropes	High School 2 nd grade
October 26, 2011	Westview Elementary <i>Teacher: Chris Rodgers</i>	Low Ropes	5 th grade
	Southview Elementary <i>Teacher: Gina Jobe</i>	Low Ropes	2 nd grade

